

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
COMPENSATION WORKGROUP**

TUESDAY, JUNE 3, 2008
1:00 P.M.
VIA CONFERENCE CALL

MEMBERSHIP

BETSY ATKINS, *CHAIR*
MIRIAM LÓPEZ

AGENDA

- | | |
|---|-----------------|
| I. CALL TO ORDER | BETSY ATKINS |
| II. APPROVAL OF MINUTES | BETSY ATKINS |
| III. CHAIR'S REMARKS | BETSY ATKINS |
| IV. ITEM FOR WORKGROUP REVIEW | |
| ▪ ACTION ITEM | |
| ○ UNIVERSITY EQUITY REPORTS: | JAFFUS HARDRICK |
| – 2007-08 ENROLLMENT, GENDER EQUITY IN
ATHLETICS, AND EMPLOYMENT | |
| V. OTHER BUSINESS (<i>IF ANY</i>) | BETSY ATKINS |
| VI. ADJOURNMENT | BETSY ATKINS |

Conference Call information:

- Please call (800) 709-2153, promptly at 1:00 pm on Tuesday, 3 June 2008.
- If you are disconnected, please redial the conference call number.
- If you have any problems with the above, contact the BOT office at 305.348.6495

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
COMPENSATION WORKGROUP**

3 JUNE 2008

SUBJECT: COMPENSATION WORKGROUP MEETING MINUTES, 31 JANUARY 2008

PROPOSED WORKGROUP ACTION:

Adopt the following Resolution:

RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' Compensation Workgroup held on 31 January 2008, attached to this Resolution as Exhibit "A," are hereby approved.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT "A": 31 JANUARY 2008
COMPENSATION WORKGROUP
MEETING MINUTES.

FACILITATOR/PRESENTER:

- WORKGROUP CHAIR BETSY ATKINS

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**



**COMPENSATION WORKGROUP
MINUTES
THURSDAY, 31 JANUARY 2008**

I. CALL TO ORDER

The Florida International University Board of Trustees' Compensation Workgroup meeting was called to order on Thursday, 31 January 2008 by Workgroup Chair Betsy Atkins at 9:39 a.m., via conference call.

The following attendance was recorded:

Present:

Betsy Atkins, *Chairperson*
Miriam Lopez

Excused:

Armando Guerra

Trustee Bruce Hauptli was also in attendance.

II. APPROVAL OF MINUTES

Workgroup Chair Betsy Atkins asked if there were any additions or corrections to the minutes of the 1 November 2007, Compensation Workgroup meeting. Hearing none, the Workgroup adopted the following:

RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' Compensation Workgroup held on 1 November 2007, attached to this Resolution as Exhibit "A," are hereby approved.

III. CHAIRMAN'S REMARKS

Workgroup Chair Atkins welcomed everyone in attendance to the Compensation Workgroup meeting.

IV. ITEMS FOR WORKGROUP REVIEW

1. Presidential Bonus

Workgroup Chair Atkins led the discussion on the Presidential Bonus. The Workgroup discussed benchmark data of comparable institutions as presented by Ms. Patricia Ambrose, a partner in the firm Hogan & Hartson, which specializes in employment matters for non-profits and universities. The Workgroup determined that it would recommend to the Board that it grant University President Maidique a bonus of \$50,000 in recognition of his unyielding dedication and commitment to the University. The Workgroup further noted that both the Workgroup and President were sensitive to the current budget situation, therefore they agreed to defer payment of his bonus until the end of his current contract along with an interest rate that reflected the opportunity cost calculated beginning on October 10, 2007. The Workgroup approved the Resolution as amended.

After discussion, the Workgroup recommended Board adoption of the following Resolution:

WHEREAS, fiscal year 2006 - 2007 was one of exceptional accomplishments in diverse and critical areas for FIU as a result of President Maidique's strong leadership, and

WHEREAS, the overarching goals of Growth, Academic Excellence, Local Development and Financial Stability, were significantly improved and, in most cases, targets were surpassed, and

WHEREAS, the Board of Trustees granted President Maidique a "SUPERIOR" Performance rating based on these exceptional accomplishments, some of which included:

- Graduation of Doctoral Students that exceeded the goal and the State University System's growth rate.
- Record level of Legislative funding (+40% over previous maximums) in both operating funds and capital investment, even after the recent budget cuts.
- Strengthened academic excellence and national program recognition as is evidenced by the results achieved by the accreditation of the College of Law, and Stempel School of Public Health, and national recognition for the International Business, Criminal Justice, Social Work, and History Programs.
- Placement of critical building blocks of the College of Medicine through Legislative approval of the crucial first year start up funds, hiring of Dean and senior staff, and submission of LCME accreditation documents.
- Increased financial stability of university research through considerable growth in overhead funding to cover operating costs.

WHEREAS, to accomplish these goals, President Maidique pursued a strong vision, planned its implementation through a capable senior management team, and leveraged strong internal and external relationships, and

WHEREAS, Section 4.2 of the President's contract provides that the President shall be eligible for a bonus of "\$50,000 or such greater amount as the Board or Board Committee may determine in its discretion"; and

WHEREAS, the President's contract further provides that the bonus shall be determined no later than September 30 and shall be paid within 10 days of its determination; and

WHEREAS, the Board wants to recognize the exceptional accomplishments of President Maidique during the fiscal year 2006 - 2007; and

WHEREAS, the Board and President are sensitive to the current budget situation and agree to defer payment of his bonus until the end of his current contract; and

WHEREAS, deferment of the bonus does not diminish the Boards recognition of the President's exceptional accomplishments; therefore

BE IT RESOLVED that the Board approves a bonus of \$50,000 for President Maidique, effective September 30, 2007, in recognition of his outstanding leadership. Said sum of \$50,000 shall not become part of President Maidique's base compensation and shall not be paid until the end of the President's current contract along with an interest rate that reflects the opportunity cost calculated beginning on October 10, 2007.

2. HR Policies

- University Moving and Relocation Policy
- Operating Hours, Rest, and Meal Periods Policy

CFO and Sr. Vice President for Administration Vivian Sanchez presented two HR Policies for Workgroup review. She noted that the Moving Expenses Policy for University employees should be amended with an expanded University Moving and Relocation Policy in order to allow the University the ability to make strategic hires and to effectuate its academic and research mission. She also noted that the Operating Hours, Rest, and Meal Periods Policy should be amended to allow flexibility in the manner in which non-bargaining employees' utilize their rest breaks and meal periods.

After discussion, the Workgroup recommended Board adoption of the following Resolution:

WHEREAS, the Florida International University Board of Trustees (the BOT) is the public employer of all employees of the University and has the power and duty to adopt personnel policies for all University employees;

WHEREAS, the BOT adopted personnel policies for all University employees, including a University Moving Expense Policy and an Operating Hours, Rest, and Meal Periods Policy;

WHEREAS, the Moving Expenses Policy for University employees should be amended with an expanded University Moving and Relocation Policy in order to fulfill Florida International

University's dedication to attract valuable people to effectuate its academic and research mission by offering financial assistance to defray the high cost of relocation expenses;

WHEREAS, the Operating Hours, Rest, and Meal Periods Policy should be amended to allow flexibility in the manner in which non-bargaining employees' utilize their rest breaks and meal periods;

NOW, THEREFORE, BE IT RESOLVED, that the BOT approves the University Moving and Relocation Policy attached hereto as Exhibit "B"; and the amendment to the Operating Hours, Rest, and Meal Periods Policy attached hereto as Exhibit "C";

BE IT FURTHER RESOLVED that the University Moving and Relocation Policy attached hereto as Exhibit "B" and the Operating Hours, Rest, and Meal Periods Policy attached hereto as Exhibit "C" shall be effective immediately; and

BE IT FURTHER RESOLVED, that the University Administration takes all actions necessary to give effect to this Resolution.

V. OTHER BUSINESS

No other business was raised.

VI. ADJOURNMENT

With no other business, the meeting of the Florida International University Board of Trustees' Compensation Workgroup was adjourned on Thursday, 31 January 2008, at 10:14 a.m.

Attachments: Exhibits "A," "B," & "C"

Trustee requests:

There were no Trustee requests.

MB
2.4.08

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
COMPENSATION WORKGROUP**

3 JUNE 2008

SUBJECT: FLORIDA INTERNATIONAL UNIVERSITY EQUITY REPORTS

PROPOSED WORKGROUP ACTION:

Recommend Board Adoption of the following Resolution:

WHEREAS, Florida Statutes require the University to develop a Gender Equity Plan pursuant to the “Florida Educational Equity Act”; and

WHEREAS, the Chancellor of the State University System shall annually assess the progress of each state university’s plan; and

WHEREAS, the annual Florida Equity Reports encompassing enrollment, gender equity in athletics, and employment are attached hereto as Exhibit “B” and are ready for Board approval;

THEREFORE BE IT RESOLVED that the Florida International University Board of Trustees approves the Reports hereby attached;

AND BE IT FURTHER RESOLVED, that the President shall submit the Reports to the Chancellor of the State University System and shall take any further actions necessary to give effect to this resolution.

BACKGROUND INFORMATION:

A. LEGAL AUTHORITY:

Section 1000.05 provides in part:

(2)(a) Discrimination on the basis of race, ethnicity, national origin, gender disability, or marital status against a student or an employee in the state system of public K-20 education is prohibited. No person in the state shall, on the basis of race, ethnicity, national origin, gender, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance.

Section 1006.71 provides in part

(1) GENDER EQUITY PLAN.--

(a) Each community college and state university shall develop a gender equity plan pursuant to s. 1000.05.

...

(d) The Chancellor of the State University System shall annually assess the progress of each state university's plan and advise the Board of Governors and the Legislature regarding compliance.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT "B": UNIVERSITY EQUITY REPORTS

FACILITATOR/PRESENTER:

- JAFFUS HARDRICK

**Florida Educational Equity Act Report:
Enrollment, Gender Equity in Athletics, and Employment
Report Year 2007 - 2008**

Florida International University

Data Year: July – June, 2006-2007

Approved by University Board of Trustees: (6/12/2008)

Approved by University President: *(signature and date)*

Submitted by:

Equity Officer Name: Dr. Bennie L. Osborne, Director

Address: Florida International University, Equal Opportunity Programs - PC 215,
11200 SW 8th Street, Tamiami Trail, Miami, FL 33199

Phone: (305)348-2785

E-mail:
osborneb@fiu.edu

Date Sent: June 12, 2008

FLORIDA EDUCATIONAL EQUITY ACT REPORT 2007-2008

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2008 FLORIDA EDUCATIONAL EQUITY ACT REPORT

Enrollment, Gender Equity in Athletics, and Employment

The annual Florida Equity Reports from each state public university encompasses enrollment, gender equity in athletics, and employment as required by statute. Each parameter was selected to identify, measure, and enhance the progress toward appropriate representation. The Enrollment and Employment reports focus on women and members of four race/ethnic protected classes: Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN).¹ These guidelines represent elements of the reports that must be completed, at a minimum. Each university is expected to utilize whatever additional measurements and goals needed to describe progress to achieve equity.

¹ IPEDS terminology for protected classes was utilized.

PART I. Executive Summary and/or Description of Plan Development.

EXECUTIVE SUMMARY
(STATUS OF GOAL ACHIEVEMENTS FROM 06-07 EQUITY REPORT)

PURPOSE: Ensure equity for women and minorities in student participation, athletics and employment at the University in accordance with Florida Statutes. The Annual Equity Act Report requires progress updates in three areas: Enrollment, Gender Equity in Athletics, and Employment.

PART III. ACADEMIC PROGRAM REVIEW

Florida Statute 1000.05: Prohibits discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student or an employee in the state system of public K-20.

UNDERGRADUATE PARTICIPATION

GOAL - Enrollment

FIU will initially seek to move within the 80% margin of the IPEDS benchmark for Asian/Pacific Islander enrollment by increasing A/PI enrollment by 1.8%.

RESULTS

Asian/Pacific Islanders at 4.1% fall below 80% of the SUS 5.6%. Hence, this continues to be a target for intervention.

GROUP	FALL 2006% OF TOTAL FTIC*	FALL 2007% OF TOTAL FTIC* GOAL	FALL 2007% OF TOTAL FTIC* ACTUAL	Point Difference
Asian/Pacific Islander	4.7%	6.5%	4.1%	1.8%

*FTIC = First-Time-In-College

GOAL – Retention

No improvement goals are set to target specific ethnic groups; however, FIU's newly-initiated tracking and communication program (GradXpress) is expected to increase retention and graduation rates for all ethnicities over the next five years.

RESULTS

The retention rates for Hispanic students increased by 2.3%, from 81.7% to 84.0%. The rates for Asian/Pacific Islander and Black students decreased slightly, 0.9% and 1.1% respectively.

GROUP	FALL 2006* (2005 Entrants)	FALL 2007* (2006 Entrants)	Percent Change
Asian/Pacific Islander	85.2%	84.3%	-0.9%
Black	69.9%	68.8%	-1.1%
Hispanic	81.7%	84.0%	+2.3%
Native American	100.0%	100.0%	NC
White	66.2%	72.4%	+6.2%

*Undergraduate First Year

Source: Student Data Course File

Note: In 2005-06, the fall 2005 entrants included all students who returned in the next academic year. This cohort has been modified with the current definition which includes students returning only in the fall semester.

GOAL - Graduation

Asian/Pacific Islander rates will increase from 48.4% to 49.8% to bring it to the 80% margin.

RESULTS

IPEDS’ most recently published report on national graduation rates shows a 54.1% six-year graduation rate for public Title IV institutions as compared to FIU’s 48.8%, placing FIU within *90% of the benchmark*. FIU fell short of reaching the Asian/Pacific Islander goal of 49.8% by .8%

However, all ethnic groups fall within the 80% margin of IPEDS. The Black student rate is 42.3% compared to a 45.3% benchmark, Hispanic is 49.8% compared to a 56% benchmark, and Asian/Pacific Islander is 49% compared to a national rate of 61.3%.

GROUP	Fulltime FTIC Students* Fall 2000 (Entrants)	Fulltime FTIC Students* Fall 2001 (Entrants) GOAL	Fulltime FTIC Students* Fall 2001 (Entrants) ACTUAL	Percent Change
Asian/Pacific Islander	48.4%	49.8%	49.0%	-.8%

*Undergraduate Six-Year Graduation Rates

Source: BOG Retention File

GRADUATE PARTICIPATION

GOAL - Enrollment

We expect that the minority components of our graduating masters and doctoral candidates should reflect the available pool of minority holders of baccalaureate degrees.

This seems to be the case for African American students. None-the-less, we would like to increase these numbers by 2% per year to help correct for historical underrepresentation. Hispanic students represent 9.2% fewer students at the master's degree level and 32.8% fewer students at the doctoral level than would be expected. We intend to increase these numbers by more intensive recruiting. Our expectations would be to raise both of these numbers by 3.0% per year for the next several years.

RESULTS

FIU's total graduate enrollment increased from 5902 in the fall of 2006 to 6407 in the fall of 2007 where we have considered both full and part time students. This represents an increase of 8.5%. However, the percentage of African American students relative to the total number of enrolled graduate students decreased by .2%. The percentage of Hispanic students relative to the total graduate enrollment fell from 42.1% to 41.2%.

African American enrollment increased by 52 students from fall 2006 to fall 2007 this represents an increase over last year's numbers of 6.5%. For the same time interval the number of Hispanic students entering FIU's graduate programs increased by 155 students, an increase of 6.2%.

GROUP	FALL 2006	FALL 2007	Percent Change
Black	13.5%	13.3%	-.2%
Hispanic	42.1%	41.2%	-.9%

GOAL - Completion

Increase the **completion** rates for underrepresented groups, Black and Hispanic students.

RESULTS

The goal was achieved. Additionally, the rate for Other Minorities and Females increased as well.

Exhibit "B"

GROUP	% of Total Graduates for 05-06 AY*	% of Total Graduates for 06-07 AY*	Percent Change
Black	10.5%	13.6%	3.1%
Hispanic	41.1%	41.4%	.3%
Other Minority	4.1%	4.5%	.4%
Female	56.2%	60.5%	4.3%

*AY = Academic Year

PART IV. GENDER EQUITY IN ATHLETICS

Florida Statute 1006.71: Ensure gender equity in intercollegiate athletics.

GOAL – Participation Rate vs. Enrollment Rate

Decrease the gap between the female athlete participation rate and female student enrollment rate.

RESULTS

In order for the program to be compliant, the gap between the percentage of female athletes and enrolled female students should not exceed 5%. The gap widened by 3.6% over last year to -17.6%. Despite enduring efforts to expand participation opportunities for females by establishing new women’s sports programs (such as softball in 1998 and swimming/diving in 2003 and fully funding scholarships as examples), the department continues to have lower participation rates of females as compared to males.

Women Athletes	2005-06 AY*	2006-07 AY*	2007-08 AY*
% of Enrollment*	56.78%	56.90%	56.5%
% of Participation	42.25%	42.90%	38.9%
Gap Variance	-14.53%	-14.00%	-17.6%

*Source: Student Data Course File (OPIE)

Direct causes of the numbers disparity was the timeframe for hiring 4 new women’s sport head coaches for the 2007-2008 academic year. The recruitment and hiring processes did not allow sufficient time for recruiting of scholarship and walk-on student-athletes. The coaching staff is cognizant of the participation numbers goals and will assuredly increase the female participants for the 2008-2009 year. In addition the department self imposed scholarship penalties for the 2007-2008 year in response to our internal investigation of NCAA eligibility and financial aid violations which significantly effected the ability for women’s soccer and swimming and volleyball and golf to achieve their participation goals. Next year although we will still experience scholarship penalties it will be to a lesser degree. Though challenging, the department will continue to strive to increase our female walk-on numbers for the 2008-2009 year.

PART V. EMPLOYMENT

Florida Statute 1012.95 (3) (b): Provides the university boards of trustees shall annually evaluate the performance of the university presidents in achieving the annual equity goals and objectives. A summary of the results of such evaluations shall be included as part of the annual equity progress report submitted by the university boards of trustees to the Legislature and the State Board of Education.

GOAL

Fill Leadership Positions for Vice President for Advancement, Vice President for Human Resources, Treasurer, Dean of the College of Arts & Sciences, Interim Dean of the College of Engineering & Computing, Dean of Hospitality Management, and Dean of the Stempel School of Public Health.

RESULTS

Filled: Vice President for Human Resources, Treasurer, Dean of the College of Arts & Sciences, Interim Dean of the College of Engineering & Computing, and Vice Provost of FIU Online.

Unfilled: Vice President for Advancement and Dean of the Stempel School of Public Health.

Justification for Unfilled Positions: Vice President for Advancement – new search committee has been convened Dean of the Stempel School of Public Health – letter of offer has been sent to candidate

GOAL

Achieve the employment equity program goals and the accountability goals of hiring 8 female and minority faculty within specific academic disciplines: Computer Science, Modern Languages, Journalism, Mathematics, History, Economics, and International Relations

Table B: 2007-2008 Equity Accountability Plan Goals

Job Group #	Discipline	Rank	Race	Gender	Goal
25	Computer Science	01, 02		Female	1
28	Modern Languages	03, 04		Female	2
28	Journalism	02, 03		Female	1
31	Mathematics	02, 03		Female	1
34	History	02, 03		Female	1
34	Economics	02, 03	Asian		1
34	International Relations	02, 03	Asian	Female	1
Total			2	6	8

Source: 06-07 Equity Accountability Plan

Exhibit "B"

RESULTS

According to Table C, 5 of the 8 goals were achieved; 4 Females and 2 Asians (1 female, 1 male) were hired or promoted.

There were no hires in Modern Languages and Journalism, the two areas where the goals were not met.

Table C: 2007-2008 Equity Accountability Plan Outcomes

Job Group #	Discipline	Rank	Race	Gender	Results
25	Computer Science	02		Female	1
28	Modern Languages	03, 04		Female	0
28	Journalism	02, 03		Female	0
31	Mathematics	03		Female	1
34	History	03		Female	1
34	Economics	03	Asian	Male	1
34	International Relations	03	Asian	Female	1
Total			2		5

Source: 2007-08 FIU Affirmative Action Plan

Additionally, according to Table D, a total of 88 females and 82 minorities were hired or promoted, into positions covered by the Equity Accountability Plan, far exceeding the projected goal of 8.

Table D: 2007-2008 Overall Hires/Promotions of Females and Minorities in EAP Positions

All Groups	New Hires		Promotions	
	Female	Minorities	Females	Minorities
Total	83	73	5	9

The University continues to be successful in its overall strategy to enhance diversity within the upper-level administrative and faculty ranks of the University. Additional effort and attention will be devoted to making an impact on the targeted under represented groups in identified disciplines. Recruitment Strategies will include:

Advertising with professional associations and organizations, utilizing Executive Search/Recruitment firms, enhancing total compensation packages offered by the University, developing career-pathing programs, and establishing Community-based partnerships and internships.

The Budgetary Incentive Plan:

Supports the achievement of stated annual equity goals. New strategies are being implemented alongside of previous strategies to ensure compliance.

DESCRIPTION OF PLAN DEVELOPMENT

The process of preparing the report involved a number of offices and the utilization of various data sources. See following table:

PART	REPORTING AREA	RESPONSIBLE AREA
PART I	Executive Summary	Equal Opportunity Programs
PART II	Policies And Procedures In Support of Equity	Equal Opportunity Programs
PART III	Academic Program Reviews	Institutional Planning and Effectiveness, Student Affairs, Enrollment Support, University Graduate School
PART IV	Gender Equity In Athletics	General Counsel (Resolution), Intercollegiate Athletics
PART V	Employment Representation	Institutional Planning and Effectiveness, Provost
PART VI	Areas Of Improvement And Achievement	Provost
PART VII	Protected-Class Representation In The Tenure Process, 2006-2007	Academic Budget Office
PART VIII	Promotion And Tenure Committee Composition, AY 2006-2007	Academic Budget Office
PART IX	Other Requirements	Equal Opportunity Programs

Data Sources: Florida BOG files, Student Data Course File, Affirmative Action Plan, Prior Year's Equity Report, Tenure and Promotion Reports, Athletic Reports, Various Integrated Postsecondary Education Data system (IPEDS) reports

PART II. Review of Policies and Procedures.

A. Review of Policies and Procedures.

Identify the policies and procedures that are specifically formulated to ensure equity. Annually, update the webpage links or provide copies of policies that relate to equity.

Florida Equity Reports

Florida International University

2007-08

Table 2: Policies and procedures in support of equity

Reference: I. A., Florida Equity Reports Guidelines

President's EEO Policy Statement

The University recognizes the importance of eliminating employment barriers and has established a non-discriminatory policy for its employees and applicants for employment. This policy is applied without regard to a person's race, color, sex, religion, creed, national origin, disability, marital status, political opinions or affiliations, Vietnam or disabled veteran status, sexual orientation, or age, except as provided by law. It is designed to assure each applicant or employee an equal opportunity in recruitment, examination, appointment, training, promotion, compensation, retention, and/or other employment practices.

<http://www.fiu.edu/hr/eop/Publications.htm1>

A. Accommodation of Employees with disabilities

Provide funds to departments which hire disabled persons for costs associated with providing reasonable accommodations.

B. Accommodations at University sponsored Public Events for Persons with Disabilities

To provide a procedure for advertising the availability of and providing accommodations to eligible persons with disabilities for all programs offered to the public by the University both on and off campus.

C. AIDS/HIV

Ensuring that the University AIDS Policy is implemented, protecting persons with AIDS from illegal discrimination.

D. Early Notification for Inclement Weather Conditions

Individuals with disabilities may require additional time to prepare for and respond to challenges presented by inclement weather conditions such as hurricanes.

E. EO Impact Statements

Provides for consistency in assessing the potential impact of academic program requests to ensure equal opportunity/equal access is achieved.

F. Language in the Workplace

The University acknowledges the rights of employees to speak a language other than English in the workplace...the purpose of the policy is to ensure that the University environment is free of illegal national origin discrimination based on language usage.

G. Processing of Discrimination Complaints Filed with External Compliance Agencies

To ensure that appropriate and timely responses are provided to external agencies regarding complaints filed with them alleging illegal discrimination.

H. Sexual Harassment

To ensure that the University environment is free of sexual harassment, and that faculty, staff and students are provided the means to seek recourse should any incidents occur.

I. Grievance Procedure

To ensure that the University environment is free of illegal discrimination based upon race, color, creed, age, handicap, sex (including sexual harassment), religion, marital status, national origin, or sexual orientation.

B. Include Documentation of Non-Discrimination Policy.

Reprint in each annual document a copy of the policy adopted by the governing board. Note the date of original approval. Include in this narrative: procedures to notify campus affiliates and non-affiliates about the policy and the procedures for accessing it.

Sexual Harassment/Educational Equity Grievance Procedure

Purpose:

To ensure that the University environment is free of illegal discrimination based upon race, color, creed, age, handicap, sex (including sexual harassment), religion, marital status, or national origin, and that faculty, staff, and students are provided the means to seek recourse should incidents occur.

Policy:

All members of the University community are entitled to study and work in an atmosphere free from illegal discrimination. The University's equal opportunity policies prohibit discrimination against students and employees on the basis of their race, color, creed, age, handicap, sex (including sexual harassment), religion, marital status, or national origin. Under the policies, it does not matter

Exhibit "B"

whether the discrimination was intended or not; rather, the focus is on whether students or employees have been treated differently or subjected to an intimidating, hostile or offensive environment as a result of their belonging to a protected class or having a protected status.

Procedure:

Students

For complaints filed under the EEA the complaint will be reviewed prior to action by the office of Equal Opportunity Programs to ensure that the complaint should not more appropriately be handled under existing student complaint procedures which are in place within the Divisions of Student Affairs and Academic Affairs. In cases where either of those procedures is applicable, the student will be referred to the appropriate office.

Employees

Employees who seek to file a complaint will be invited to consider filing the complaint under the applicable union agreement, or applicable University faculty, A&P or USPS grievance procedure.

In all instances, complaint will be instructed to select one grievance or complaint procedure. The Office of Equal Opportunity Programs will not act to concurrently investigate a grievance or complaint which is being pursued through another internal or external process.

Informal Complaints

- a. Any person who believes that he or she has been the subject of sexual harassment may elect to file an informal complaint with the Office of Equal Opportunity Programs.
- b. The request must be made within sixty (60) days of the alleged act(s) of sexual harassment, or
- c. In the case of a student complaint against a faculty member, within ten (10) University business days of the beginning of class of the following semester.
- d. Thirty (30) days shall be allowed to resolve an informal complaint.
- e. Should the problem not be resolved satisfactorily using this procedure, or should the complainant wish to bypass this procedure, he or she may initiate a formal complaint.

Formal Complaints

- a. A formal request must be made in writing to the Office of Equal Opportunity Programs. The complaint 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).
- b. The complaint must be filed within one hundred (100) days of the alleged act(s) of sexual harassment.
- c. In the case of a student complaint against a faculty member, the complaint must be made within ten (10) University business days of the beginning of class of the following semester.
- d. Where an informal complaint has already been filed, a formal complaint shall be filed within one hundred (100) days of the alleged act(s).
- e. Thirty (30) days shall be allowed to resolve the complaint.
- f. Conciliation may be attempted during the course of an investigation of a complaint.
- g. If conciliation is not achieved, then the Office of Equal Opportunity Programs shall continue to investigate the complaint, and shall issue a written finding concerning probable cause within a maximum of one hundred (100) days. If conciliation of the complaint was achieved between the parties in cooperation with the Office of Equal Opportunity Programs, and the alleged offender fails to abide by the agreement or retaliates against the complainant, the complainant or supervisor should notify the Office of Equal Opportunity Programs. The Vice President or a designee may then require the complaint to proceed as if conciliation had not been reached.
- h. Either party may seek review of the finding of the Office of Equal Opportunity Programs to the Vice President or designee by filing a request for a review within ten (20) calendar days of receipt of the Office of Equal Opportunity Programs finding. It shall specify the basis of the appeal. The appeal shall be based on one or more of the following: relevant evidence was not reviewed and/or new evidence is available; or, the factual evidence was insufficient to support the findings.
- i. Upon final acceptance by the Vice President of a finding on the complaint, the immediate supervisor of the alleged offender may provide a reasonable resolution to the complaint and may also recommend or take disciplinary action against the alleged offender;
- j. The proposed resolution shall be approved by the Office of Equal Opportunity Programs.
- k. Disciplinary action shall be taken in accordance with the rules and regulations affecting the class of employee and the terms of any applicable collective bargaining agreement.

No University employee shall retaliate against a complainant. Any attempt to penalize a student, employee or agent for initiating a complaint through any form of retaliation shall be treated as a separate allegation of discrimination.

PART III. Academic Program Reviews.

In the Academic Program Reviews, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for protected class students: female, and the four protected class race/ethnic codes; in addition, they display the official total including white, non-resident alien, and not reported.² Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report. Measures of equity in TAB 3 with charts are:

Program Area: UNDERGRADUATE STUDENTS

Benchmarks for enrollment of underrepresented groups, which include Black, Hispanic, Asian/Pacific Islander and Native American, are based on percentages of comparable public Title IV institutions using the most recent and relevant reports from (IPEDS), the Florida Board of Governors, or ACT, Inc. For each indicator, the benchmark selected will be identified and comparisons analyzed. Interventions are identified if FIU performance falls below the 80% margin of the benchmark. This 80% margin assessment strategy is proposed in the guidelines for producing the Access and Equity Report.

Undergraduate Enrollment

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2007 and Early Admits								
	NRA	B	AI/AN	A/PA	H	W	Unk	Total
Men	26	129	3	65	973	253	0	1449
Women	32	155	1	63	1137	264	0	1652
Total	58	284	4	128	2110	517	0	3101
Category % of Total	1.9%	9.2%	0.1%	4.1%	68.0%	16.7%	0.0%	100.0%

Source: IPEDS 2007-08 Part A, Fall enrollment by race, ethnicity, and gender. Column 1, First time students.

Benchmark for Data Assessment:

The specific benchmark for FTIC enrollment is the Florida Board of Governors' report on FTIC full-time enrollment for Fall 2007 within the State University System. FIU maintains a significantly high enrollment of the underrepresented groups - *81.4% compared to the SUS 38.6%, placing FIU at over 200% of the benchmark.* FIU's underrepresented FTIC enrollment in 2007 increased 1% over 2006. FIU also increased male enrollment by 2% in 2007, a 4% higher rate than the SUS average. Reflecting its predominantly Hispanic

² This total will be supplied from the university's IPEDS report. Charts in TAB 3 will display the complete line from IPEDS including all reporting categories. Charts 1-8 will display percentage representation, calculated by formula on the table, for females and the four protected race/ethnic categories.

Exhibit "B"

surrounding community, FIU enrollment of Hispanics (68%) far exceeds the SUS rate of 17.7%.

Data Assessment

Asian/Pacific Islanders at 4.1% fall below 80% of the SUS 5.6% as does FIU's Native American enrollment of .1% when compared to the SUS Native American enrollment of .46%. FIU's Black student enrollment of 9.2% is lower than the 80% margin of the SUS 14.8% average. Hence, these three cohorts emerge as a target for intervention.

Targeted Improvement

Increasing FIU's Black, Asian and American Indian full-time student enrollment over the next five years will include multiple strategies involving the Offices of Admissions, Financial Aid, Retention, and Undergraduate Studies.

	NRA	B	AI/AN	A/PA	H	W	Unk	Total
Men	78	78	1	28	326	134	0	645
Women	167	142	0	34	562	158	1	1064
Total	245	220	1	62	888	292	1	1709
Category % of Total	14.3%	12.9%	0.1%	3.6%	52.0%	17.1%	0.1%	100.0%

Source: IPEDS 2007-08 Part A, Fall enrollment by race, ethnicity, and gender. Column 2, Transfer-In

Undergraduate First-Year Retention

	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	83	446	7	178	2407	637	22	2083	1697	3780
Category % of Total	2.2%	11.8%	0.2%	4.7%	63.7%	16.9%	0.6%	55.1%	44.9%	100.0%
After 1 year	63	307	7	150	2023	461	16	1687	1340	3027
Retention Rate	75.9%	68.8%	100.0%	84.3%	84.0%	72.4%	72.7%	81.0%	79.0%	80.1%

Source: Local File

Benchmark for Data Assessment

Benchmarks for evaluating FIU's first-year retention rates are based on the national rate for public PhD-granting institutions as calculated by the 2007 ACT Institutional Data File, based on data collected through June 2007. ACT 2007 reports a public PHD-granting university national average of 78% for student return for the second year. *FIU's overall first-year retention rate of 80.1% is 2.1% higher than the national average of 78%.* The first year retention rates for all protected groups exceed 80% of the 78%

Exhibit "B"

national average benchmark; specifically, AI/AS, A/PA and Hispanics exceed the 78% national average and Black is at 88% of the national average.

Targeted Improvement/Intervention

Even though no targeted interventions are required, an extensive data analysis will be conducted on the 139 Black students who did not re-enroll for Fall 2007 in order to determine reasons for this 31% attrition from the institution. Transfers to other colleges and universities will be identified using the National Clearing House. Student Financial Aid status, including Bright Futures, will be reviewed to determine the role of finances in their departure. Also vital will be the students' entering profiles and departing GPAs. This analysis will be used to involve all relevant FIU program and service areas to develop and implement the most effective interventions.

Undergraduate Six-Year Graduation Rates

Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2001, or Summer 2001 and Continuing into Fall After Six Years										
	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	106	281	1	149	1419	496	3	1354	1101	2455
Category % of Total	4.3%	11.4%	0.0%	6.1%	57.8%	20.2%	0.1%	55.2%	44.8%	100.0%
After 6 years Number of Graduates	64	119	0	73	706	233	2	741	456	1197
Percent Graduated	60.4%	42.3%	N/A	49.0%	49.8%	47.0%	66.7%	54.7%	41.4%	48.8%
Category % Graduated	5.3%	9.9%	N/A	6.1%	59.0%	19.5%	0.2%	61.9%	38.1%	100.0%
Number Graduated or Retained to 7 th Yr	71	160	0	89	936	274	2	905	627	1532
Percent Graduated or Retained	67.0%	56.9%	N/A	59.7%	66.0%	55.2%	66.7%	66.8%	56.9%	62.4%
Category % Retained	4.6%	10.4%	N/A	5.8%	61.1%	17.9%	0.1%	59.1%	40.9%	100.0%
<i>Source: Local Files</i>										

Benchmarks and Data Assessment

FIU's six-year graduation rate for the 2001 cohort increased 1.2% over the rate for the 2000 cohort. *FIU meets or exceeds the 80% margin for all under-represented ethnicities in all four aspects of the graduation table, which include each group's a) six-year graduation rate, b) percent of the graduation cohort, c) retention into the 7th year defined*

Exhibit "B"

as graduated within six years or re-enrolled into the seventh year and d) percent of the graduated/retained cohort. Two different benchmark sources are used to analyze data in this four-tiered table.

IPEDS' most recently published report on national graduation rates shows a 54.1% six-year graduation rate for public Title IV institutions as compared to FIU's 48.8%, placing FIU within *90% of the benchmark*. *All FIU ethnic groups fall within the 80% margin of IPEDS*. The Black student rate is 42.3% compared to a 45.3% benchmark, Hispanic is 49.8% compared to a 56% benchmark, and Asian/Pacific Islander is 49% compared to a national rate of 61.3%.

Representation of the ethnicities within the graduating cohort is analyzed by comparing the group's percent of the graduating cohort with their percent of the population at admission – an informative view of access and equity. *All groups meet or exceed the 80% margin*. The largest difference between percent of population and percent of those who graduated in six years is the Black group which graduated 9.9% of the graduating group and was 11.4% of the 2001 cohort which still brings them within 87% of the benchmark.

The benchmark for retention into the 7th year, defined as graduated in six years or re-enrolled Fall term of the 7th year, is provided by the SUS IPEDS/NCAA Cohorts Graduation and Retention Report for the 2001 cohort. While no national benchmark was located for the ethnicity-specific data, the SUS Board of Governor's report shows a system-wide retention of 72.2% for the 2001 cohort. *FIU's 62.4% 7th year retention rate is within 86% of this benchmark*.

Targeted Improvements/Interventions

No areas of FIU's performance lie outside the 80% margin of the benchmarks; however, improvements in six-year graduation rates are targeted for all race and ethnic groups with the goal of achieving another 1% increase for the 2002 cohort to an overall 49.8% rate.

FIU will continue to increase this rate incrementally over the next five years to match or exceed the national benchmark for 2012. An aggressive online degree audit, tracking and communication program called GradXpress, to be implemented within the next year, is expected to produce improvements for all students through five major components of the system:

1. Clear, sequenced display of course requirements in the student's major with a real-time audit of coursework completed and courses remaining with GPA breakouts among multiple subcategories.
2. Planning tools to assist students to prepare full-time schedules for their full progression to graduation.
3. Continual tracking and personalized alerts to each student regarding their status as On Track, Off Track or Fast Track to graduation with a focus on each key milestone along the pathway. Messages will include timely guidance to assistance from academic advisors coupled with emails and live chat from graduation coaches.

Exhibit "B"

4. A range of tools to assist advisors at all levels and in all programs including easy view and assessment of student progression through program and university milestones.

5. Planning tools for departments intended to ensure that courses students need are offered in a timely manner to facilitate their graduation in 4-6 years.

Bachelor's Degrees Awarded

Chart 5. Bachelor's Degrees Awarded, AY 2006-2007								
	NRA	B	AI/AN	A/PA	H	W	Unk	Total
Men	183	247	3	87	1230	371	8	2129
Women	159	403	6	131	1939	548	9	3195
Total	342	650	9	218	3169	919	17	5324
Category % of Total	6.4%	12.2%	0.2%	4.1%	59.5%	17.3%	0.3%	100.0%

Source: IPEDS Completions 2007-08 report (degrees awarded AY 2006-07), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

Benchmarks/ Data Assessment

The benchmark selected for Bachelors degrees awarded is the average for each ethnic group in Florida's State University System for 2006-07. In 2006-07, 47,326 baccalaureate degrees were awarded to undergraduates throughout the SUS. Statewide, 34% of the degrees awarded were to members of the underrepresented groups. FIU awarded 5,324 Bachelors degrees, of which 75% were Black, Hispanic or Asian. *FIU exceed the benchmark by more than 220%*

FIU awarded 11% of the State's total number of Bachelors degrees in 2006, but most impressive is that *FIU awarded 25% of all of Florida's Bachelor's degrees awarded to underrepresented groups last year.* FIU also increased its number of Bachelors degrees awarded by 5% moving from 5,080 in 2005/06 to 5,324 in 2006/07.

Among Florida's Bachelors degrees awarded, 5,968 (12.6%) were awarded to Black graduates, 2,163 (4.6%) to A/PA, and 7,790 (16.5%) to Hispanic. Among the 5,324 students receiving a baccalaureate degree at FIU, 12.2% were Black, placing them at 97% of the benchmark. 4.1% were A/PI placing them at 89% of the benchmark and 59.5% were Hispanic placing them 3.6 times higher than the benchmark. According to *Hispanic Outlook in Higher Education Magazine*, 2006, FIU awards more Bachelors Degrees to Hispanics than any other Title IV institution in the nation.

Targeted Improvement

No targeted improvements are identified for this area of performance.

Program Area: GRADUATE STUDENTS

A comparison of your 06 and 07 data should show the progress being made for the targeted groups. Also, fill in the charts below to document methods and strategies to increase enrollment and graduation rates for students in the targeted groups. Please note that effective methods and strategies should reflect a positive change in the numbers from 06-07. Where progress is not shown, an explanation should be included as to why this is the case, and targeted methods and strategies should be developed included in the report.

This section of the report demonstrates the institution’s progress in achieving equal educational opportunity. The DOE will evaluate first-degree enrollment gaps, retention and graduation information based on 2005-06 and 2006-07 data. The Department of Education’s website contains data on current enrollment, retention and graduation rates for state universities with aggregated and disaggregated data, by racial and ethnic groupings and gender. Accordingly, the Office of Equity and Access is requesting universities to develop one to three potentially high impact strategies and success measures for areas where a critical disparity exists among underrepresented groups.

Full-time Graduate Students Enrolled in Fall 07								
	NRA	B	AI/AN	A/PA	H	W	Unk	Total
Men	582	106	3	55	433	257	15	1451
Women	452	271	2	73	704	410	9	1921
Total	1034	377	5	128	1137	667	24	3372
Category % of Total	30.7%	11.2%	0.1%	3.8%	33.7%	19.8%	0.7%	100.0%

Source: IPEDS 2007-08, Fall enrollment by race, ethnicity, and gender.

Part-time Graduate Students Enrolled in Fall 07								
	NRA	B	AI/AN	A/PA	H	W	Unk	Total
Men	68	128	3	72	610	285	11	1177
Women	62	346	0	86	895	445	24	1858
Total	130	474	3	158	1505	730	35	3035
Category % of Total	4.3%	15.6%	0.1%	5.2%	49.6%	24.1%	1.2%	100.0%

Source: IPEDS 2007-08, Fall enrollment by race, ethnicity, and gender.

Exhibit "B"

Full-time Graduate Students Enrolled in Fall 06								
	NRA	B	AI/AN	A/PA	H	W	Unk	Total
Men	417	109	0	45	410	277	9	1267
Women	360	256	2	73	683	366	12	1752
Total	777	365	2	118	1093	643	21	3019
Category % of Total	25.7%	12.1%	0.1%	3.9%	36.2%	21.3%	0.7%	100.0%

Source: IPEDS 2006-07, Fall enrollment by race, ethnicity, and gender.

Part-Time Graduate Students Enrolled in Fall 06								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	42	140	2	63	546	286	19	1098
Women	82	294	1	73	848	463	24	1785
Total	124	434	3	136	1394	749	43	2883
Category % of Total	4.3%	15.1%	0.1%	4.7%	48.4%	26.0%	1.5%	100.0%

Source: IPEDS 2006-07, Fall enrollment by race, ethnicity, and gender.

STRATEGIES TO INCREASE GRADUATE ENROLLMENT RATES

Identification of underrepresented group(s)

On a national basis, African American and Hispanic students, have been underrepresented at the graduate level in general but particularly in doctoral programs. This is a long standing problem and is particularly acute in the STEM fields. FIU's total graduate enrollment increased from 5902 in the fall of 2006 to 6407 in the fall of 2007 where we have considered both full and part time students. This represents an increase of 8.5%. African American enrollment increased by 52 students from fall 2006 to fall 2007 this represents an increase over last year's numbers of 6.5%. However, the percentage of African Americans relative to the total number of incoming graduate students decreased to 13.3%. For the same time interval the number of Hispanic students entering FIU's graduate programs increased by 155 students. This represents an increase over last year's numbers of 6.2%. The percentage of Hispanic students relative to the total graduate enrollment fell from 42.1% to 41.0%. Although female students were historically underrepresented in graduate school, this trend has reversed in recent years. At FIU female graduate students have outnumbered male graduate students for a number of years. In fall 2006 FIU had 2365 male graduate students who accounted for 40.2% of the graduate student population. In the fall of 2007 this number had increased to 2628 or 41.0% of the graduate student population. The increase in the number of male students in fall 2007 relative to the number in the fall 2006 was 11.1%.

Exhibit "B"

These figures are misleading because the total enrollment includes the non-resident aliens (NRA). If the NRA enrollment is subtracted from the total enrollment, African American student enrollment shows an increase from 15.9% in the fall of 2006 to 16.2% in the fall of 2007. Hispanic student enrollment has increased from 49.7% to 50.4% over the same period. Thus FIU's target group should include African Americans, Hispanics, and males particularly at the doctoral level as will be explained in the next section of this report. We shall report results with the number of non-resident aliens subtracted from our general numbers.

Methods & Strategies to increase the number of underrepresented groups

We note that Hispanic graduate students represent the largest ethnic/racial group at FIU. If we consider the percentage of Hispanic students in our undergraduate program who received baccalaureate degrees in 2006-2007, we see that Hispanic students received 59.5% of the degrees awarded. Therefore we would expect on this basis that our graduate enrollment should reflect a similar percentage of Hispanic students but the number is 50.4%. This suggests that additional recruiting efforts should be made. The University Graduate School (UGS) has hired a recruiter and has placed advertisements in local college newspapers as well as the Miami Herald to help address this issue. We are also attending graduate student fairs in the State of Florida. African American students received 12.2% of the baccalaureate degrees awarded in 2006-2007 compared to a graduate enrollment of 16.2% which modestly exceeds expectation. The UGS has been increasing its outreach efforts to potential African American students particularly to encourage their enrollment in our doctoral programs. We are active in the McKnight Scholars program which funds fellowships for African Americans and Hispanics and we have increased these fellowships to \$22,000 for 12 months by adding \$10,000 of UGS funds to each. We have been active in outreach to the FIU McNair Scholars program and have successfully enrolled in 9 in graduate programs four of whom are on Ph.D. tracks. We also have hosted McNair groups from other Colleges and Universities. We waive application fees for both McNair and McKnight applicants. We currently have 6 McKnight Fellows. We also participate in the Graduate Minority Opportunity program which provides scholarship support for minority students. We have also aimed our advertising at Universities and Colleges with substantial African American populations. These include advertising our open house in the student newspapers of Florida A&M University and Florida Memorial College and have also sent recruiters to Florida A&M University and to Bethune-Cookman College. We have also increased assistantships for Ph.D. students very substantially and have annualized all unanalyzed stipends for these students. We expect this to particularly help underrepresented minority students who very often cannot draw on family resources to finance an education.

Projected Goals for 08-09 in %

We expect Hispanic enrollment to reflect the general increase in the graduate student body and expect improved recruiting to address this situation. We are aiming to increase African American enrollment 2% faster than the general growth of our graduate student population to make up for their underrepresentation in graduate education and we wish to direct as much of this growth as possible towards doctoral program enrollment. This year African American graduate enrollment increased by 1.3% which

Exhibit "B"

was below that for the total graduate student body which increased by 4.8%. We note that the graduate enrollment of males decreased by 0.4%. We hope to address this problem by increased advertising and to raise the increase to 2 to 3%. This imbalance is not unique to FIU and is reflective of a decreasing male population in undergraduate programs nationally. We must note cautiously that we cannot predict the effect that program closures and rearrangements associated with university budget cuts will have on graduate enrollment in general or on enrollment for underrepresented groups.

Graduate Completion Rates

Chart 6. Master's Degrees Awarded, AY 2006-2007								
	NRA	B	AI/AN	A/PA	H	W	Unk	Total
Men	164	85	0	35	293	169	7	753
Women	160	188	1	48	521	248	2	1168
Total	324	273	1	83	814	417	9	1921
Category % of Total	16.9%	14.2%	0.1%	4.3%	42.4%	21.7%	0.5%	100.0%

Source: IPEDS Completions 2007-08 report (degrees awarded AY 2006-07), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

Chart 7. Doctoral Degrees Awarded, AY 2006-2007								
	NRA	B	AI/AN	A/PA	H	W	Unk	Total
Men	23	0	0	3	8	12	0	46
Women	18	2	0	3	14	16	1	54
Total	41	2	0	6	22	28	1	100
Category % of Total	41.0%	2.0%	N/A	6.0%	22.0%	28.0%	1.0%	100.0%

Source: IPEDS Completions 2007-08 report (degrees awarded AY 2006-07), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Chart 8. First Professional Degrees Awarded, AY 2006-2007								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	0	3	0	2	25	19	0	49
Women	0	4	1	0	15	17	0	37
Total	0	7	1	2	40	36	0	86
Category % of Total	N/A	8.1%	1.2%	2.3%	46.5%	41.9%	N/A	100.0%

Source: IPEDS Completions 2007-08 report (degrees awarded AY 2006-07), GRAND TOTAL BY FIRST MAJOR, First professional degrees. Chart for 99.0000, all disciplines.

STRATEGIES TO INCREASE GRADUATE COMPLETION RATES

Identification of underrepresented group(s)

In the fall of 2007, African American students made up 16.2% of the graduate student body which was slightly greater than the fall 2006 number of 15.9%. If we focus on the number of master's degrees awarded to African American students we see that the number increased from 170 for the 2005-06 academic year to 273 in the 2006-07 academic year. This represents a 61% increase over the one year period. If we look at these numbers we see that African American students were the recipients of 10.6% of the total number of master's degrees awarded in the 2005-06 academic year but that percentage rose to 14.2% in the 2006-07 academic year which is approaching their general representation in the enrolled graduate student body at FIU. This is a welcome trend which we shall monitor in coming years. The situation for doctoral students is more difficult to assess because the number of doctorates awarded in any given year is small, 88 in 2005-06 and 100 in 2006-2007. The number of doctorates awarded to African American students fell from 9 for the 2005-06 academic year to 2 for the 2006-07 academic year which is a drop from 10.2% of doctorates awarded to 2%. This is a large drop but the numbers are small. We shall therefore monitor this trend carefully. Hispanics accounted for 49.7% of the graduate student body in the fall of 2006 and 50.4% of the graduate student body in the fall of 2007. For the academic year 2005-06 the number of master's degrees awarded to Hispanics was 682. For the academic year 2006-07 this number increased to 814. This represents a 19% increase. In terms of percentages of the total number of master's degrees awarded, the number increased from 42.3% to 42.4%. These numbers are below the representation of Hispanics in the graduate student population. For the 2005-06 academic year Hispanics received 17 of the 88 doctorates awarded in 2005-06 and 22 of the 100 awarded in 2006-07. This represents 19.3% and 22.0% respectively of the total number of doctorates awarded. This represents an improvement but is below the general representation of Hispanic students in the general graduate school population. In the fall of 2007 whites accounted for 26.6% percent of the general graduate school enrollment. Whites accounted for 364 masters degrees awarded in 2005-06 and 417 of those awarded in 2006-07. The percentages of the total are 22.6% and 21.7% respectively for these years which represents a slight decrease. For the 2005-06 academic year and the 2006-07 academic year whites accounted for 28 of the doctorates awarded. This represents a slight percentage decline from 31.8% to 28% but is above the representation of whites in the graduate student body. Finally we note that males accounted for 50.0% of doctorates awarded for 2005-06 but only 46.0% of the doctorates awarded in 2006-07. We therefore see that the problem areas are the small number of African American and Hispanic students obtaining doctoral degrees and the unequal representation of males versus females in the graduate student population. The problem is particularly acute for African American students where in 2007-06 only two doctorates were awarded to African Americans.

Methods & Strategies to increase the number of underrepresented groups

The University has taken a number of measures this year to help increase the number of doctoral students from underrepresented groups. We have increased the stipends of McKnight fellowships which are awarded only to African American and Hispanic students and are funded by the Florida Education Foundation at an uncompetitive \$12,000 per 12 month year to \$22,000 by adding \$10,000 from University resources to each fellowship. McKnight fellowships may only be used by students in doctoral programs. We have also annualized all unanalyzed stipends for Ph.D. student assistants. Thus all Ph.D. assistantships will now have a summer salary. Also we have increased all Ph.D. assistantships by between three and four thousand dollars. This is the first part of a program to make the salaries for our Ph.D. students nationally competitive. This will particularly help underrepresented minority students who are often particularly dependent on their stipends. The University also actively seeks to help students complete their programs in a timely manner. We are setting up a writing center to help our students prepare their theses and dissertations and to seek grant support. We also maintain a statistical consultant and two assistants who provide assistance to our graduate students on a no cost basis. We require that all doctoral students meet with their committees at least annually and the committee must file a progress report with the graduate school. Finally we have increased the number of dissertation year fellowships. These fellowships will now provide \$25,000 in stipend plus tuition for the final year of a Ph.D. student's doctoral work. This will help our students complete their degrees in a timely manner. We shall monitor the effect of these changes carefully.

Projected Goals for 08-09 in %

To recapitulate, African American students represent 16.2% of the graduate student enrollment and account for 14.2% of master's degrees awarded but only 2% of the doctorates awarded in 2006-07. Hispanic students represent 50.4% of the graduate enrollment and account for 42.4% of the master's degrees awarded but only 22.0% of the doctorates awarded in 2006-07. These data imply that measures should be taken to increase the doctoral completion rate of these two groups. As discussed above, a number of actions have been taken by the graduate school to increase these numbers. However, because most doctorates take a least five years to complete, the full results of these actions will not immediately be known. Our goal is to increase the completion rate for both groups to the level of their representation in the graduate student body. In 5 years we expect to award approximately 150 doctorates and thus 21 of these should be awarded to African American students. Assuming a linear increase, 4 additional doctorates per year we would expect next year to have 6 doctorates awarded which is an increase of 300%. Using the same expectations 60 doctorates should be awarded to Hispanic students five years from now. This represents a yearly increase of 8 or 36% for next year. We should recognize that the initial increases will most likely be below these goals as time is necessary for our measures to produce the desired effect.

- A. An analysis of the information on each chart shall be prepared annually by each university using the results of Charts 1 - 8. Include in this narrative an identification of the standard for disproportionate enrollment or identification of an area for

improvement. Each university shall report its definition of “disproportionate” or “area for improvement” for each level, Charts 1 - 8, offered at that institution.

- B. Using its own definition, each university shall identify areas for improvement in a period no longer than three years for each chart. This narrative section shall include goals established and the programs and timeline to achieve the goals.
- C. Student Services require periodic review by the institution to determine compliance with equity statutes. Non-discrimination on the basis of race, gender, national origin, marital status, or disability is required.

1. Guidance and Counseling (in higher education: “academic advising”³)

Undergraduate Academic Advising Services

(University Wide and Undergraduate Studies Academic Advising Center)

*Data gathered for **Spring Semester 2008** enrolled students. Advising Services are available to all undergraduate students, therefore statistics presented below are based on Spring Semester 2008 enrolled students.*

Gender Demographics

*Degree-Seeking Undergraduate Students**

College	Female	Male	Grand Total
Architecture and The Arts	579	441	1,020
Arts and Sciences	5,665	3,758	9,423
Business	3,246	3,174	6,420
Education	1,431	441	1,872
Engineering	568	2,689	3,258
Hospitality and Tourism Management	1,679	516	2,195
Journalism and Mass Communication	670	336	1,006
Nursing and Health Sciences	1,171	363	1,534
Public Health	358	77	435
Social Work, Justice and Public Affairs	820	514	1,334
Grand Total	16,187	12,309	28,497
Percent of Total (All Colleges)	57%	43%	100%

*Source: Student Data Course File, Spring 2008 Preliminary

Documented Visits to University Park and Biscayne Bay Campus

³ Definitions of the terms “guidance and counseling” differ between the K-12 sector and higher education. Review of the intent of the implementing rule indicates that the focus of this area was academic guidance, not personal counseling. The universities shall define the “Guidance and Counseling” language to refer to “academic advising,” whether centralized or provided by academic units.

*Undergraduate Studies Academic Advising Center
(During Summer 2007 - Spring 2008)*

Undergraduate Academic Advising Center	Female	Male	Total
Grand Total	3924	3292	7216
Percent of Total	54%	46%	100%

Ethnicity Demographics

*Degree-Seeking Undergraduate Students**

College	B	A	H	NA	Unk	Other	W	Grand Total
Architecture and The Arts	80	32	669	3	2	34	200	1,020
Arts and Sciences	1,074	359	6,274	13	34	176	1,493	9,423
Business	736	246	4,130	9	32	271	996	6,420
Education	256	43	1,223	4	4	30	312	1,872
Engineering	372	157	2,106	8	12	170	433	3,258
Hospitality and Tourism Management	429	131	1,319	6	7	26	277	2,195
Journalism and Mass Communication	103	32	390	2	7	233	239	1,006
Nursing and Health Sciences	185	25	1,030	2	7	39	246	1,534
Public Health	107	19	214	1	1	11	82	435
Social Work, Justice and Public Affairs	326	17	819	4	2	12	154	1,334
Grand Total	3,668	1,061	18,174	52	108	1,002	4,432	28,497

Percent of Total (All Colleges)	13%	4%	64%	0%	0%	4%	16%	100%
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*Source: Student Data Course File, Spring 2008 Preliminary

*Undergraduate Studies Academic Advising Center
(During Summer 2007 - Spring 2008)*

Undergraduate Academic Advising Center	AI	A	B	H	Unk	W	Total
Grand Total	9	332	829	4944	46	1056	7216
Percent of Total	0%	5%	11%	69%	1%	15%	100%

Analysis: Florida International University is classified as a Hispanic Serving Institution, one with at least 25% Hispanic full-time equivalent (FTE) undergraduate enrollment and of the Hispanic student enrollment at least 50% is low income. As noted in the tables above, FIU exceeds the HSI classification requirement, with a large minority population that included 64% Hispanic undergraduate enrollment and 13% Black undergraduate enrollment in Spring 2008, percentages that are typical for the institution on a given academic year.

2. Admission to Academic Program ⁴

Each year, the Office of Undergraduate Admissions implements a recruitment plan designed to provide educational opportunities to all Floridians. This plan incorporates strategies to attract and enroll minority students by generating an applicant pool that reflects South Florida’s demographics. FIU’s Undergraduate Admissions Office supports and collaborates with programs university-wide to implement specific goals to increase participation from minority students and their parents.

Examples of these partnerships and collaborations include the following.

- Schools with high minority enrollment are visited several times a year and students are invited to participate in on-campus events.
- Personalized communications are implemented to aid minority students throughout the admissions process.
- College awareness programs are offered in venues that serve minority students. (e.g. churches, community agencies, sororities, etc.). There are several civic, social, religious and educational groups, which serve minority populations and are informed of our offerings through mailing and personal contact. We recognize these are often the best conduits for quality minority students; therefore, we work to develop and maintain contacts in these venues.
- Through collaborative relationships with the university’s various pre-college programs minority, students are recruited. These students are part of our local feeder pattern but are sometimes not present during our high school visits for a

⁴ The universities shall define the “Academic Program” as admission to undergraduate status and admission to graduate status.

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variety of reasons. We engage these students by presenting workshops, seminars and campus tours throughout the academic year. Some of these programs include but not limited to 5000 Role Model of Excellence, Upward Bound Program, Partners in Progress and Gear-Up.

- Outstanding minority recruitment initiatives are used to promote university wide scholarship opportunities to attract and enroll minority students. These opportunities include but not limited to the Office of Admissions Academic awards, Venture scholars, Golden Drum, MAPS Scholars Award and the Invitational Scholars award.
- FIU recently established a new approach to access for South Florida students through its collaborative Dual Degree Program. Instead of denying applicants entry to the university, students who do not meet FIU's entry criteria are invited to accept admissions to both the community college and FIU with the understanding that they will complete their AA degree within three years and be given automatic admission to FIU. In the interim, they receive a reception and orientation and an FIU Panther ID and card giving them access to most campus services. They are monitored for transition purposes. Participating community colleges are MDC, BBC, FKKC, and PBCC. The university maintains communications with the dual degree candidates while they are pursuing their Associates degrees and welcomes them to participate in extra curricular activities at the university. This program not only provides students access to the Baccalaureate degree, but also provides an incentive for students to complete their Associate's degree in a timely fashion.

In Fall 2006, the first year, 2,173 students were invited and 663 students accepted the invitation to the program. By the second year of the program, Fall 2007, a total of 3,765 students received invitations and 1192 formally accepted.

As of May 16, FIU has invited 4031 students into the 2008 program and this number is expected to increase over the next several weeks. The deadline for acceptance has not arrived; consequently the number accepting the 2008 invitation is unknown. Transitioning into FIU those who complete their AA will be a major focus of the upcoming year as those from the 2006 and fast track students from the 2007 group will begin classes at FIU. A special website for these students at <http://www.apply2fiu.com/dualdegree/index.php> is already in operation.

3. Health Services

**University Health Services
Demographic Data -- Office visits**

Medical Clinics & Wellness Center consultations

2006-2007

Appointments

Office encounters

(includes all clinic appointments and wellness center consultations):

Location	Male	Female	Total	% Male	% Female
University Park	3,558	9,148	12,706	28%	72%
Biscayne Bay	1,101	3,135	4,236	26%	74%
Both campuses -- Overall total	4,659	12,283	16,942	27.5%	72.5%

Analysis: The gender ratio of patients seen at the FIU health clinics at each campus is similar and reflects the national trends for health care at colleges and universities as well as statistics in ambulatory health care settings in the community.

Ethnicity -- Encounters all campuses

Category	Number	% of total
American Indian	13	0.1%
Asian	896	5.3%
Black	2,900	17.1%
Hispanic	7,698	45.5%
White	3,156	18.6%
Not reported	2,123	12.5%
Other	156	0.9%
Total	16,942	100%

Analysis: The ethnicity of patients who receive on-campus clinical care and consultative services at University Health Services mirrors the overall ethnicity of students enrolled at the University.

4. Club and Intramural Athletics (report on gender only) ⁵

Club and Intramural Athletics
Demographic Data
2005-2006

Intramural Sport Participants

Female == 809
Male = 2,442
TOTAL = 3,348

Intramural Sports Participations

Female = 2,660
Male = 8,563
TOTAL = 11,223

Sport Clubs (16 clubs)

Female = 63
Male = 162
TOTAL = 225

⁵ The word "Interscholastic" is not shown here as a requirement, although it is included in the Florida Educational Equity Act. It is not a term used in higher education. Also, universities are directed to focus reports in this section on intramural and club offerings. Each university is required to provide its detailed report on intercollegiate athletics pursuant to Ch. 1006.71, Gender Equity in Athletics, in the following section.

Analysis: The 4.1 male to female IM Sports participation ratio is lower than the national average (approx.3:1 as shown in various National Intramural Recreation Sports {NIRSA} studies), but is right in line with what is occurring on urban, commuter campuses like ours. Rural, residential campuses tend to have the best female IM Sports participation ratios. There are no national averages available through NIRSA as to what percentage of a school's total student population (male, female or combined) participate in IM Sports. National trends do show more women participating in fitness-related activities (aerobics classes, exercise workouts, etc.) than IM Sports activities. Our Recreation Center usage figures consistently show a 2:1 male to female ratio, reflecting the national trend. National figures for sport club membership and gender breakdown are not compiled by NIRSA, but there have traditionally been more men's clubs than women's simply based on greater sports interest.

5. Student Financial Assistance

The Office of Financial Aid administers student financial aid in accordance with federal and state laws, regulations and guidelines as well as institutional policies and procedures. The office is audited annually to ensure federal and state aid programs are properly managed and funds are timely disbursed to students.

In terms of benchmarking, the office compares its full-time, first time degree seeking undergraduates receiving aid against the national average derived for four year public Title IV institutions. The office endeavors to meet or exceed 80% of the national average in terms of total students aided and those receiving federal, state and institutional aid. The chart below illustrates that the university compares favorably when applying the 80% rule against this national averages.

IPEDS: Full-time, First-time Degree/Certificate Undergraduates Receiving Financial Aid

	% Receiving					Average \$ Amount			
	Students	Federal Grants	State Grants	Inst.	Loans	Federal Grants	State Grants	Inst.	Loans
2004: National Avg*	75.5	28.3	38.2	32.0	44.3	\$3,048	\$2,622	\$3,388	\$3,998
2006: FIU Avg**	80	33	70	23	23	\$3,398	\$2,444	\$2,481	\$3,986
FIU/National Avg	1.13	1.16	1.83	0.71	n/a	1.11	0.93	0.73	n/a
80% Threshold	Yes	Yes	Yes	No	n/a	Yes	Yes	No	n/a

*Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2006, Student Financial Aid component.

**Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2008 (most recent institutional data submission to NCES)

Exhibit "B"

Specifically, in 2004 (the most recent national data published in IPEDS), on that national level, 75.5% of the full-time, first-time degree seeking undergraduates received aid whereas in 2006 (most recent institutional data) 80% of the full-time, first-time degree seeking undergraduates at FIU received aid. The institution exceeded the 80% rule in terms of percentage of total students aided (113%), students receiving federal grants (116%) and students receiving state grants (183%). The institution did not meet the 80% rule based on percent of students receiving an institutional grant.

In order to meet the 80% rule for institutional aid, the institution continued a campaign to educate students about the financial aid process and to encourage them to submit a Free Application for Federal Student Aid (FAFSA) by the March 1st priority packaging deadline. Additionally, the university increased total dollars and award amounts for some of its institutional need-based aid programs while adjusting credit hour requirements that will provide additional resources to be awarded to more students. This redistribution will increase the percentage of students awarded institutional aid to come within 80% of those receiving institutional aid on the national level.

6. Housing

University Housing *Demographic Data* 2006-2007

	Fall 2006	Percent %	Fall 2007	Percent %
Occupancy Count	2736	100%	2799	100%
Gender				
Females	1593	58.22	1603	57.28
Males	1143	41.75	1196	42.72
Ethnicity				
White	690	25.2	713	25.49
Black	810	29.62	793	28.34
Hispanic	737	26.95	830	29.64
Asian	127	4.64	135	4.82
Native American	6	0.22	8	0.30
Other	366	10.59	320	11.41

Analysis: Housing utilization by gender reflects slightly higher number of females, with 58% female and 42% male, than University population as a whole. The ethnic breakdown of White, Black and Hispanic housing residents is 25% White, 30% Black and 27% Hispanic.

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- D. Each university shall evaluate the university's overall effectiveness in enrollment equity in the reporting year. Consider accolades (such as Diverse magazine's reporting of top minority degree producers), statistical achievement, climate surveys, and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

Charts and information provided in section A-C demonstrate that FIU falls within the 80% corridor on all indicators for the underrepresented groups except for the admissions of non-Hispanic ethnicities. Future improvements in the area of access will be realized through special outreach for FTICs coupled with the maturation of the Dual Degree program when students will be transitioning to FIU with their AA degrees and moving toward successful graduation.

Both retention and graduation results are anticipated to increase for all students through implementation of GradXpress with its online degree audit and messaging components and its personalized contact from graduation coaches. Coaches will be trained as early as Fall 2008 and the online audit component is anticipated for 2009.

Also important to enrollment, retention and graduation is FIU's service and communication to students. Enrollment Services is making considerable strides in these areas through the Call Center, Online Chat, Email alerts, direct and personal outreach to students falling off track towards graduation, and continual cross training of staff to ensure that students receive accurate, accessible and timely information along their graduation pathway beginning with pre-admissions and extending beyond culmination of their Bachelors program.

Enrollment Services administers an annual survey to newly enrolled students. The purpose of this survey is to provide students an opportunity to assess the level of courtesy and service they receive throughout the Division, whether accessed in person, by phone or online. Institutional results are compared with national survey results and, where necessary, a corrective plan of action is implemented to improve and enhance services. Students demonstrated satisfaction with services offered through Enrollment Services with results placing the Division at or above national averages on most indicators.

The area of dissatisfaction according to the Fall 2007 survey was "timeliness of award notifications" for Financial Aid causing FIU to fall below the national average in this service category.

Fall 2007	National	FIU Financial Aid	FIU v. National
Level of Courtesy	66.5%	76%	9.50%
Timeliness of award notifications	57.30%	55%	-2.30%
Helpfulness of aid counselors	61.90%	66%	4.10%

The Office of Financial Aid took immediate steps to enhance its communications to students by modifying its website, creating pod casts to instruct students on the aid process and sending notifications---multiple times---to students to update them on their

Exhibit "B"

aid status and proactively inform them of next steps. These enhancements are expediting the timeliness of awards and will hopefully provide students with a greater sense of satisfaction.

PART IV. Gender Equity in Athletics.

This report responds to requirements of Ch. 1006.71, Gender equity in intercollegiate athletics. Each university was required to develop a plan for gender equity in athletics. That plan was to include consideration of gender equity in five major areas. An annual assessment is required and each university president is to be evaluated on the extent to which gender equity goals have been accomplished.

The Florida Educational Equity Act provides for review of seven major areas, some of which overlap the five noted above. In order to provide one format fulfilling requirements for both

statutes, guidelines for this section encompass both Gender Equity in Athletics (Ch. 1006.71) and the FEEA [Ch. 1000.05(3)(a)].

A. Each university shall prepare an annual update to the Gender Equity Plan and the Florida Educational Equity Act. The university shall include a description of the findings followed by an assessment of equity. Those results shall be summarized on Chart 1. If areas for improvement are identified, the programs and timetable for achieving improvement shall be specified. The following eleven (11) areas are required in the assessment:

1. Sports offerings
2. Participation rates, by gender, compared with full-time undergraduate enrollment by gender
3. Availability of facilities, defined as locker room, practice, and competitive facilities
4. Scholarship offerings for athletes
5. Funds allocated for:
 - a) The Athletic Program as a Whole
 - b) Administration
 - c) Recruitment
 - d) Comparable Coaching
 - e) Publicity and Promotion
 - f) Other Support Costs
 - g) Travel and Per Diem Allowances
6. Provision of equipment and supplies
7. Scheduling of games and practice times
8. Opportunities to receive tutoring
9. Compensation of coaches and tutors
10. Medical and training services
11. Housing and dining facilities and services

Chart 1: Gender Equity in Athletics

Reference: II.A., Florida Equity Reports Guidelines

Element	Assessment	Area for improvement?
1. Sports offerings	Interest survey completed	Completed 8/1/2007
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Out of compliance	Yes
3. Availability of facilities, defined as locker room, practice, and competitive facilities	Swimming/Diving and Track and Field/Cross Country facilities currently under review	Yes
4. Scholarship offerings for athletes	In compliance	
5. Funds allocated for:		
a) the athletic program as a whole	In compliance	
b) administration	In compliance	
c) travel and per diem allowances	In compliance	
d) recruitment	In compliance	
e) comparable coaching	In compliance	
f) publicity and promotion	In compliance	
g) other support costs	In compliance	
6. Provision of equipment and supplies	In compliance	
7. Scheduling of games and practice times	In compliance	
8. Opportunities to receive tutoring	In compliance	
9. Compensation of coaches and tutors	In compliance	
10. Medical and training services	In compliance	
11. Housing and dining facilities/services	In compliance	

B. Each university shall identify areas for improvement from the previous year's update which included a timetable for improvement in this data year. Each university shall specify the extent to which those gender equity goals have been accomplished. Provide the information requested in Chart 2.

Each university shall evaluate the effectiveness of the university's programs in gender equity in athletics in the reporting year. Consider accolades, statistical

Exhibit "B"

achievement, climate surveys, correction of areas for improvement for prior years, and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

Chart 2. Areas for improvement	Program for improvement	Timetable
Participation Rates	Female Participation Rates	Ongoing
Currently reviewing options for replacement of Track	Track and Field/Cross Country program	Cost Estimate August 2009
Currently reviewing locker room facility and swimming pool at BCC	Swimming/Diving Program	December 2008 (locker room) BBC Pool TBD

C. Following Chart 2, Each university shall check one basis below for assuring that it is in compliance with the Florida Educational Equity Act (FEEA):

- accommodation of interests and abilities
- substantial proportionality
- history and practice of expansion of sports

If no basis is checked, a priority plan for compliance by June 30 of the reporting year shall be included in this report.

The annual review of compliance may be satisfied by processes implemented under other laws, guidelines, or requirements. Those might include campus Title IX reviews, the NCAA recertification process, analysis of the EADA, and other standard reports. The report of this procedural review shall include the website address(es) used and titles of documents used to assess compliance in each of the areas. Copies are to be maintained by each university.

D. Program Overall Effectiveness

Each university shall evaluate the effectiveness of the university's programs in gender equity in athletics in the reporting year. Consider accolades, statistical achievement, climate surveys, correction of areas for improvement for prior years, and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

The annual review of compliance may be satisfied by processes implemented under other laws, guidelines, or requirements. Those might include campus Title IX reviews, the NCAA recertification process, analysis of the EADA, and other standard reports. The report of this procedural review shall include the website address(es) used and titles of documents used to assess compliance in each of the areas. Copies are to be maintained by each university.

Exhibit "B"

OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all universities offering intercollegiate sports; where there is disproportional found between the rates at which women are enrolled full-time at the university and participate in intercollegiate sports.

Compliance Review: 2007-2008 Athletic Participation by Sport

COMPONENT 1	NUMBER OF PARTICIPANTS*					
	# Males		# Females		Total	
Varsity Teams	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
Baseball	34	35	0	0	34	35
Basketball	12	12	14	14	26	26
Golf	0	0	8	6	8	6
Softball	0	0	18	20	18	20
Swimming	0	0	20	16	20	16
Tennis	0	0	8	7	8	7
Track/Field & Cross Country	28	26	29	30	57	56
Volleyball	0	0	12	12	12	12
Soccer	24	25	22	19	46	44
Football	79	97	0	0	79	97
Total Participants	177	195	131	124	308	319

*2007-08 Numbers are based on anyone who was eligible to compete the last day prior to the first date of competition in the sports' competitive season.

Enrollment Headcount by Academic Year and Gender

Academic Year		Female	Male	Not Rpt	Grand Total
2005-2006	Students	27,271	20,610	31	47,912
	Percentage of Total	56.9%	43.0%	0.1%	100.0%
2006-2007	Students	28,054	21,205	78	49,337
	Percentage of Total	56.9%	43.0%	0.2%	100.0%
2007-2008	Students	27,926	21,349	131	49,496
	Percentage of Total	56.5%	43.2%	0.3%	100.0%

According to the following table, in fall 2007, females were **56.5%** of students enrolled full-time at the university compared to **38.9%** of athletics. This component remains out of compliance due to the more than 5% gap between the percentage of participants and the percentage of female students enrolled in fall 2007.

Exhibit "B"

Female Enrollment Rates Compared to Participation Rates 2006-07 and 2007-08 by Gender

Women Athletes	2006-2007	2007-2008	Gap Variance
Enrollment*	56.9	56.5	-17.6
Participation	42.5	38.9	-14.4

*Source: Student Data Course File (OPIE)

The Department of Intercollegiate Athletics at Florida International University is committed to ensuring Title IX compliance. The University is in compliance with the Florida Educational Equity Act (FEEA) by demonstrating that current sport offerings are accommodating the interests and abilities of the under-represented sex at FIU. In August 2007 an interest survey was conducted by the University's Department of Institutional Research. As projected, results indicated that the current sports offerings are meeting the interests and abilities of our demographic. The survey will be conducted again in August 2009.

Despite enduring efforts to expand participation opportunities for females by establishing new women's sports programs (such as softball in 1998 and swimming/diving in 2003 and fully funding scholarships as examples), the department continues to have lower participation rates of females as compared to males. This ratio is inconsistent with the full-time undergraduate enrollment of the University. To address this deficiency, a limit on the squad size for the men's sports teams was implemented. Even with the roster capping, the gap actually increased in the 2007-2008 year. The men's participation numbers increased causing the gap to widen in 2007-2008 even though the programs did stay within the squad size limitations. Direct causes of the numbers disparity was the timeframe for hiring 4 new women's sport head coaches for the 2007-2008 academic year. The recruitment and hiring processes did not allow sufficient time for recruiting of scholarship and walk-on student-athletes. The coaching staff is cognizant of the participation numbers goals and will assuredly increase the female participants for the 2008-2009 year. In addition the department self imposed scholarship penalties for the 2007-2008 year in response to our internal investigation of NCAA eligibility and financial aid violations which significantly effected the ability for women's soccer and swimming and volleyball and golf to achieve their participation goals. Next year although we will still experience scholarship penalties it will be to a lesser degree. Though challenging, the department will also continue to strive for the goal to increase our female walk-on numbers for the 2008-2009 year.

The athletic facilities continue to be an area that needs improvement. Generally, the facility constraints are not gender related but are experienced by all participants equally. The Women's Swimming and Diving program still does not have adequate competition facilities. Actually in 2007-2008 the program did not have a home competition facility at all. The Biscayne Bay campus pool has been in disrepair since February of 2007. When the pool is repaired a recommendation has been made to resolve the issue of the program not having a dedicated locker room during swimming meets. The completion of

Exhibit "B"

the new restroom facilities will enable dedicated locker room space to be available to our swim team during their competitions.

Construction is underway for our new on-campus football stadium with a completion date scheduled for August 2008. The track was removed as a result of this construction. Plans are to change the orientation of the current soccer field to accommodate a track. A cost estimate for this construction is projected to be completed by August 2009. The stadium's visitors locker room area will be utilized by our women's swimming program following football season to meet locker room needs. The locker room is conveniently located adjacent to the park the team utilizes for their practice facility.

Although always a challenge the budget figures meet the needs of the programs. The actual amount of money spent on women's and men's programs differs but the quality of services for each program is equal.

PART V. Employment Representation.

The guidelines for the Employment equity report measure achievement of appropriate representation in selected faculty and administrative employment categories. The guidelines for this section may be fulfilled by appropriate analyses completed for university Affirmative Action Plans or other required reports.

The basis for the Employment data is the IPEDS Fall Staff report completed annually by each university with data captured in October, final version prepared mid-January.

Complete Charts 1 – 8. Each university shall report race and gender representation within:

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 a non-tenure-granting university
8. New hires, executive/Administrative/Managerial employees

(NOTE: The definition of the categories above includes faculty and administrators employed full-time, and visiting appointments.)

Comparison over a five-year period is used as the baseline for evaluating effective (long term) improvement. For the reports due in June 2008, the IPEDS Fall Staff 2007 report will be used. It should be compared with the IPEDS Fall Staff 2006 and 2002 reports.

Using all information, evaluate the effectiveness of the university's programs in employment equity this reporting year. Consider accolades, statistical achievement, climate surveys, and other documentation.

The following tables do not identify any points on which directed action is required. It is true that the university has few individuals in the category American Indians/Alaskan Natives and this has been identified in the past as an area of attention, however, any success in this area will be more likely to be serendipitous than the result of directed action. For the other categories where there are sufficient numbers to have confidence in a trend, the trend is in the right direction. In many cases the numbers are too small to demonstrate anything other than statistical noise and any directed action against statistical noise is guaranteed to fail.

Exhibit "B"

Chart 1. Category Representation – Tenured Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	6	28	0	58	68	301		137	461
Number, Fall 2006	0	24	0	57	60	290		121	431
Percentage Change From Fall 2006 to 2007	N/A	16.7%	N/A	1.8%	13.3%	3.8%	N/A	13.2%	7.0%
Number, Fall 2002	0	26	2	47	59	311		119	445
Percentage Change From Fall 2002 to 2007	N/A	7.7%	-100.0%	23.4%	15.3%	-3.2%	N/A	15.1%	3.6%
Area for improvement?									

Source: IPEDS Fall Staff 2007, 2006 and 2002

Chart 2. Category Representation – Tenure-Track Faculty									
Indicator	NR A	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	42	23	1	27	19	83		72	195
Number, Fall 2006	0	22	0	38	17	98		59	175
Percentage Change From Fall 2005 to 2006	N/A	4.5%	N/A	-28.9%	11.8%	-15.3%	N/A	22.0%	11.4%
Number, Fall 2002	1	11	1	25	26	89		62	153
Percentage Change From Fall 2002 to 2007	4100.0%	109.1%	0.0%	8.0%	-26.9%	-6.7%	N/A	16.1%	27.5%
Area for improvement?									

Source: IPEDS Fall Staff 2007, 2006 and 2002

Chart 3. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities									
Indicator	NR A	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	7	12	0	12	32	109		87	172
Number, Fall 2006	0	12	0	9	25	88		68	134
Percentage Change From Fall 2006 to 2007	N/A	0.0%	N/A	33.3%	28.0%	23.9%	N/A	27.9%	28.4%
Number, Fall 2002	0	9	0	4	18	85		52	116
Percentage Change From Fall 2002 to 2007	N/A	33.3%	N/A	200.0%	77.8%	28.2%	N/A	67.3%	48.3%
Area for improvement?									

Source: IPEDS Fall Staff 2007, 2006 and 2002

Chart 4. Category Representation – Executive/Administrative/Managerial									
Indicator	NR A	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	11	53	1	19	196	237		283	517
Number, Fall 2006	0	58	1	19	181	259		271	518
Percentage Change From Fall 2006 to 2007	N/A	-8.6%	0.0%	0.0%	8.3%	-8.5%	N/A	4.4%	-0.2%
Number, Fall 2002	1	54	0	17	118	235		202	425
Percentage Change From Fall 2002 to 2007	1000.0%	-1.9%	N/A	11.8%	66.1%	0.9%	N/A	40.1%	21.6%
Area for improvement?									

Source: IPEDS Fall Staff 2007, 2006 and 2002

Exhibit "B"

Chart 5. New Hires AY 2006-2007 – Tenured Faculty									
Indicator	NR A	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007					1	4		3	5
Number, Fall 2006						2		1	2
Percentage Change From Fall 2006 to 2007	N/A	N/A	N/A	N/A	N/A	100.0%	N/A	200.0%	150.0%
Number, Fall 2002					1	4		1	5
Percentage Change From Fall 2002 to 2007	N/A	N/A	N/A	N/A	0.0%	0.0%	N/A	200.0%	0.0%
Area for improvement?									

Source: IPEDS Fall Staff 2007, 2006 and 2002

Chart 6. New Hires AY 2006-2007 – Tenure-Track Faculty									
Indicator	NR A	B	AI/AN	A/PI	H	W	Not reported	Female	Total
Number, Fall 2007	10	3		12	6	22		24	53
Number, Fall 2006		5		10	2	15		10	32
Percentage Change From Fall 2006 to 2007	N/A	-40.0%	N/A	20.0%	200.0%	46.7%	N/A	140.0%	65.6%
Number, Fall 2002	1			1	2	8		6	12
Percentage Change From Fall 2002 to 2007	900.0%	N/A	N/A	1100.0%	200.0%	175.0%	N/A	300.0%	341.7%
Area for improvement?									

Source: IPEDS Fall Staff 2007, 2006 and 2002

Exhibit "B"

Chart 7. New Hires AY 2006-2007 – 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 2007	2	1		5	7	22		19	37
Number, Fall 2006		1		1		9		6	11
Percentage Change From Fall 2006 to 2007	N/A	0.0%	N/A	400.0%	N/A	144.4%	N/A	216.7%	236.4%
Number, Fall 2002		4		2	9	14		17	29
Percentage Change From Fall 2002 to 2007	N/A	-75.0%	N/A	150.0%	-22.2%	57.1%	N/A	11.8%	27.6%
Area for improvement?									

Source: IPEDS Fall Staff 2007, 2006 and 2002

Chart 8. New Hires AY 2006-2007 – Executive/Administrative/Managerial									
Indicator	NR A	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007		1			8	9		10	18
Number, Fall 2006		1	1			4		2	6
Percentage Change From Fall 2006 to 2007	N/A	0.0%	-100.0%	N/A	N/A	125.0%	N/A	400.0%	200.0%
Number, Fall 2002		3		6	5	5		10	19
Percentage Change From Fall 2002 to 2007	N/A	-66.7%	N/A	-100.0%	60.0%	80.0%	N/A	0.0%	-5.3%
Area for improvement?									

Source: IPEDS Fall Staff 2007, 2006 and 2002

PART VI. Areas of Improvement/Achievement.

Beginning with the June 2008 report, "Areas for Improvement" established in the prior year will be reported on in the right-hand section of the Chart entitled, "Achievement Report, June 2008."

Each university is required to describe strategies used to address areas for improvement that were identified using comparable national standards. These may include targeted application of the Budgetary Incentive Program funding, or programs listed in such documents as the Affirmative Action Plan, Institutional Effectiveness Plan, or Strategic Plan.

Table 6: Areas of Improvement from 2007 report; Achievement of Improvement reported in 2008

Areas of improvement identified in June 2007 report	Achievement report June 2008
III.A.1. American Indian/Alaskan Native	No change
III.A.2. American Indian/Alaskan Native	Increase from 0 to 1
III.A.3. American Indian/Alaskan Native	No change
III.A.6. American Indian/Alaskan Native	No change
III.A.6. Hispanic	Increase from 2 to 6
III.A.7. American Indian/Alaskan Native	No change
III.A.7. Hispanic	Increase from 0 to 7
III.A.7. Female	Increase from 6 to 19
III.A.8. American Indian/Alaskan Native	No change
III.A.8. Female	Increase from 2 to 10

PART VII. Protected-class Representation in the Tenure Process – Attachment A.

Representation of females and protected class minorities within the tenure process at each stage shall be documented. Each university is required to address disparities identified from comparing protected-class success rates to the majority race and females to the success rate of males. Include in the narrative a description of the university's guidelines for equitable assignments for instructional faculty.

Assessment of Tenure Process

Among males the success rate was the same for Whites and Blacks. The success rate for Asians and Hispanics exceeded that for Whites or Blacks. Among females the success rate for Blacks was lower than that for Whites and the success rate for Whites was lower than that for Asians. Given that there was one Black Female the success rate was 0%. However, in a proactive initiative, the Black Female was granted an extraordinary second opportunity to apply for Tenure in 2007-08 and she was successful this year, so with active intervention in the process, we ended up with a 100% success rate for the Black Female who was in the tenure process in 2006-08. The overall success rate of females was marginally worse than that of males based on the 2006-07 data, but with the recognition of subsequent success of the Black Female, the overall success rate of the females who started the tenure process in 2006 marginally exceeded the overall success rate of the males who started the tenure process in 2006.

Exhibit "B"

PART VIII. Promotion and Tenure Committee Composition – Attachment B.

Each university is required to report the racial and gender composition of committees reviewing recommendations at each transaction level.

See TAB 8 for racial and gender composition of review committees for the various schools and colleges.

PART IX. Other Requirements.

A. Budgetary Incentive Plan

Describe how this university deployed its resources to do so. Link the results to a discussion of goals achieved and areas for improvement. Establish timetables for achieving selected goals the following year.

Each university’s report should include both programmatic descriptions and a measure of effectiveness if the program is more than one year old.

The University has agreed to continue supporting the previous year’s principles for allocation and use of resources for the Equity Accountability Plan. These are as follows:

The Academic Affairs Budget Office has, in past years, set aside faculty positions to be used as a pool of *Window of Opportunity* lines. As units identify qualified individuals, Academic Affairs will provide funding to support these hires outside of the Faculty Funding model which is used to distribute new faculty lines.

Departments may request funds for advertising of faculty positions in minority access publications based on a Proposal for Academic Recruitment (PAR) approval. Costs have been minimized due to the use of web-based recruitment tools and on-line job announcements with minority publications.

Any funds to support the Summer Research Award Program will be centrally managed by the Vice President for Research, working closely with the Academic Affairs budget office.

Academic Affairs will continue to support the leadership program for minority and female participants selected for the FIU Educational Enhancement Leadership Grant program each year. Anticipated allocations, compared to last year’s allocations:

Estimated Expenditures	07- 08 Actual	08- 09 Projected
Window of Opportunity Lines	\$1,228,800	\$1,328,800
Faculty Advertising (est.)	\$ 0	\$ 5,000
Enhancement Leadership Grant	\$ 10,000	\$ 10,000

Exhibit "B"

B. President's Evaluation.

Each university President shall be evaluated on the results of the Florida Equity Reports. Describe the process at this university for accomplishing this, as well as this year's results.

Fill Leadership positionss

Goal:

Fill: Vice President for Advancement, Vice President for Human Resources, Treasurer, Dean of the College of Arts & Sciences, Interim Dean of the College of Engineering & Computing, Dean of Hospitality Management, and Dean of the Stempel School of Public Health.

Outcome:

Filled: Vice President for Human Resources, Treasurer, Dean of the College of Arts & Sciences, Interim Dean of the College of Engineering & Computing, and Vice Provost of FIU Online.

Unfilled: Vice President for Advancement and Dean of the Stempel School of Public Health.

Achieve the employment equity program goals and demonstrate progress on the accountability measures

1. Florida Accountability Program (EAP): F.S. 1012.95

Table A: 2007-2008 Affirmative Action Plan Equity Accountability Plan Placement Goals

Job Group	Titles	Current Incumbents	Total Female % and #	Female Goal % and #	Total Minority % and #	Minority Goal % and #
2	Faculty/Admin (Tier 2)	26	30.77 (8)	49.57 (13)	30.77 (8)	18.99 (5)
3	Faculty/Admin (Tier 3)	237	37.55 (89)	38.32 (91)	28.27 (67)	54.94 (130)
4	Faculty/Admin (Tier 4)	5	40.00 (2)	60.99 (3)	60.00 (3)	55.90 (3)
20	Bus Mgt & Law - T	49	22.45 (11)	38.32 (19)	38.78 (19)	35.84 (18)
22	Health/Urban Affairs – TE	33	60.61 (20)	76.31 (25)	51.52 (17)	19.19 (6)
23	Health/Urban Affairs – T	36	44.44 (16)	63.80 (23)	44.44 (16)	41.17 (15)
24	Eng/Computer – NTE	24	20.83 (5)	28.81 (7)	37.50 (9)	25.19 (6)
31	Science-Math – TE	26	19.23 (5)	42.05 (11)	34.62 (9)	19.25 (5)
33	Social Sciences – NTE	22	40.91	50.00	22.73	28.57

Exhibit "B"

	Earning)		(9)	(11)	(5)	(6)
37	Education – TE	13	53.85 (7)	68.98 (9)	46.15 (6)	20.67 (3)
39	Performing/Visual Arts – NTE	9	66.67 (6)	54.67 (5)	0.0 (0)	11.74 (1)
40	Performing/Visual Arts - TE	9	22.22 (2)	46.75 (4)	22.22 (2)	12.13 (1)

Table B: 2007-2008 Equity Goals

Job Group #	Discipline	Rank	Race	Gender	Goal
25	Computer Science	01, 02		Female	1
28	Modern Languages	03, 04		Female	2
28	Journalism	02, 03		Female	1
31	Mathematics	02, 03		Female	1
34	History	02, 03		Female	1
34	Economics	02, 03	Asian		1
34	International Relations	02, 03	Asian	Female	1

According to Table C, 5 of the 7 targeted goals were achieved; 4 Females and 2 Asians were hired or promoted.

Table C: 2007-2008 Outcomes

Job Group #	Discipline	Rank	Race	Gender	Results
25	Computer Science	02		Female	1
28	Modern Languages	03, 04		Female	0
28	Journalism	02, 03		Female	0
31	Mathematics	03		Female	1
34	History	03		Female	1
34	Economics	03	Asian		1
34	International Relations	03	Asian	Female	1

Additionally, according to Table D, a total of 88 females and 82 minorities were hired or promoted, into positions covered by the Equity Accountability Plan far exceeding the projected goal.

Table D: 2007-2008 Overall Hires/Promotions of Females and Minorities

Exhibit "B"

Job Groups	Group Name	New Hires		Promotion	
		Female	Minorities	Females	Minorities
18	Business Mgmt & Law Non-Tenure Track	8	12		
19	Business Mgmt & Law Tenure Track	6	6		1
20	Business Mgmt & Law Tenured	1	2		1
21	Nursing & Health Sciences Non-Tenure Track	13	8		
22	Nursing & Health Sciences - Tenure Track	4	4		
24	Engineering / Computer Technology Non-Tenure Track	2	3		
25	Engineering / Computer Technology Tenure Track	1	4		
26	Engineering / Computer Technology Tenured				1
27	Communications/Lang. Non-Tenure Track	6	6		
28	Communications/Lang. Tenure Track	1			
29	Communications/Lang. Tenured			1	
30	Science/Math Non-Tenure Track	11	9		
31	Science/Math Tenure Track	1	1	1	
32	Science/Math Tenured				4
33	Social Sciences Non-Tenure Track	2	2		
34	Social Sciences Tenure Track	5	4		
35	Social Sciences Tenured	1		3	1
36	Education Non -Tenure Track	2			
37	Education Tenure Track	2	2		
39	Architecture & The Arts Non-Tenure Track	3			
40	Architecture & The Arts	1			

Exhibit "B"

	Tenure Track				
41	Architecture & The Arts Tenured	1			1
42A	Faculty Admin	4	2		
42B	Faculty/Admin	4	6		
43A	Faculty Admin	1			
43B	Faculty/Admin	3	2		
Total		83	73	5	9

The University continues to be successful in its overall strategy to enhance diversity within the upper-level administrative and faculty ranks of the University. Additional effort and attention will be devoted to making an impact on the targeted areas of recruitment, as well as the College of Medicine. Table E reflects goals for 2008-2009 based on the 2007-2008.

Table E: 2008-2009 Goals

Job Group #	Discipline	Rank	Race	Gender	Goal
2	Faculty Admin	01, 02		Female	1
3	Faculty Admin	01, 02	Black		1
22	Faculty-Health	03		Female	1
31	Faculty-Science/Math	03		Female	1
33	Faculty-Soc Science	03	Asian		1
Total			2	3	5

C. Top Administrators' Evaluations

Top administrators shall have equity accomplishments evaluated in their annual performance appraisals. Describe the process at this university for accomplishing this, as well as this year's results.

FIU has a comprehensive annual assessment program for all senior administrators. Each chairperson, dean, vice provost, and vice president are required to file a work plan for the upcoming year and an accountability report for the previous year. The accountability report specifically reviews the goals set out in the work plan.

This review process takes place in a distributed authority and responsibility framework. Chairpersons meet with their Dean, Vice Provosts meet with the Vice President for Academic Affairs, Deans and Vice Presidents reporting to the Provost meet with the Provost (and the Vice President for Academic Affairs in the case of deans), the Vice Presidents reporting to a Senior Vice President meet with the Senior Vice President, and the Provost and Senior Vice Presidents meet with the President.

Strategic direction, including direction on meeting equity goals, flows in the opposite direction: from the President down through the respective layers to the Chairpersons. Meeting equity goals is always a component of accountability evaluation.

Exhibit "B"

Because equity goals are important for the University, they are not discussed only in an annual evaluation. The responsible leaders review progress toward equity goals with each hire. If it appears an equity goal may not be met, the responsible leader meets with his or her superior at the time, rather than waiting for an annual review. This proactive approach means that we have not had unsatisfactory staff evaluations in this area.

The success shown in the overall University report could only be achieved through each person in a leadership role taking equity goals seriously in his or her suite of responsibilities and making sure that each person reporting to him or her does likewise.

**Florida Equity Reports
(University Name)
2007-2008**

PART VII: Protected-class Representation in the Tenure Process, 2006-2007

Sex, Race/Ethnicity	*Eligible	Applied	Withdrawn	Denied	Deferred	Nominated
MALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	6	6				6
Black, Not Hispanic	2	2		1		1
Hispanic	1	1				1
White, not Hispanic	6	6		3		3
Other, Not Reported						
Total Male (include Other, Not Reported)	15	15		4		11
FEMALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	1	1				1
Black, not Hispanic	1	1		1		
Hispanic						
White, not Hispanic	3	3		1		2
Other, Not Reported						
Total Female (Number and Percent) (include Other, Not Reported)	5	5		2		3
GRAND TOTAL	20	20		6		14

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

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

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

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

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

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

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
PROMOTION													
College													
Architecture and Arts	E					2		8	3	17	10	27	13
	S					1			1		2	1	3
Departments													
School of Architecture	E					1		2	2	2	1	5	3
	S					1		2	2	2	1	5	3
School of Music	E					1		3		7		11	
	S							1		4		5	

NOTE: E=number of faculty eligible to serve on promotion review committee.

S=number of faculty who served on promotion review committee.

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
PROMOTION													
College													
Arts & Sciences									1	3	3	3	4
Departments													
Biology	E									12	5	12	5
	S									12	5	12	5
Chemistry	E							1		8		9	
	S							1		8		9	
Earth Sciences	E			1		1		1		2	1	5	1
	S			1		1		1		2	1	5	1
Economics	E							2	1	5	1	7	2
	S							2	1	5	1	7	2
English	E						1			10	2	10	3
	S						1			10	2	10	3
Env. Studies	E									3		3	
	S									3		3	
History	E									6	1	6	1
	S									6	1	6	1
Int'l Relations	E							2		4		6	
	S							2		4		6	
Mathematics	E			1		1		1		1		4	

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
	S			1		1		1		1		4	
Mod. Languages	E							1	2	1	1	2	3
	S							1	2	1	1	2	3
Philosophy	E			1						4		5	
	S			1						4		5	
Physics	E			1						8		9	
	S			1						8		9	
Political Science	E					1		3	1	8		12	1
	S					1		3	1	8		12	1
Psychology	E			1						7	6	8	6
	S			1						7	6	8	6
Religious Studies	E									3	1	3	1
	S									3	1	3	1
Soc./Anthrop.	E									2	2	2	2
	S									2	2	2	2
Statistics	E			1	1					1		2	1
	S			1	1					1		2	1

Florida Equity Reports												
Florida International University												
2007-2008												
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007												
Type of Committee	American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females

NOTE: E=number of faculty eligible to serve on promotion review committee.

S=number of faculty who served on promotion review committee.

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
TENURE													
College													
Arts & Sciences									1	3	3	3	4
Departments													
Biology	E			2	1		1	2		15	7	19	9
	S			2	1		1	2		15	7	19	9
Chemistry	E			2				4		15	1	21	1
	S			2				4		15	1	21	1
Earth Sciences	E			1		1		1		6	2	9	2
	S			1		1		1		6	2	9	2
Economics	E							2	1	8	2	10	3
	S							2	1	8	2	10	3
English	E				1		2		1	14	11	14	15
	S				1		2		1	14	11	14	15
Env. Studies	E			2						5		7	
	S			2						5		7	
History	E					1		1	1	7	5	9	6
	S					1		1	1	7	5	9	6
Int'l Relations	E							3		9	3	12	3
	S							3		9	3	12	3
Mathematics	E			3		3		2		12	1	20	1

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
	S			3		3		2		12	1	20	1
Mod. Languages	E					1		4	6	2	2	7	8
	S					1		4	6	2	2	7	8
Philosophy	E			1						5	1	6	1
	S			1						5	1	6	1
Physics	E			4				13	2	5	1	22	3
	S			4				13	2	5	1	22	3
Political Science	E					1		2		7	2	10	2
	S					1		2		7	2	10	2
Psychology	E			1						8	8	9	8
	S			1						8	8	9	8
Religious Studies	E									5	2	5	2
	S									5	2	5	2
Soc./Anthrop.	E					1		2	2	9	4	12	6
	S					1		2	2	9	4	12	6
Statistics	E			4	1					2		6	1
	S			4	1					2		6	1

Florida Equity Reports												
Florida International University												
2007-2008												
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007												
Type of Committee	American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females

NOTE: E=number of faculty eligible to serve on tenure review committee.
 S=number of faculty who served on tenure review committee.

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
PROMOTION													
College													
Business Administration	E			12	1			1	3	27	8	40	12
	S			3					1	2		5	1
Departments													
Management	E			1				1	1	5	5	7	6
	S												

NOTE: E=number of faculty eligible to serve on promotion review committee.
 S=number of faculty who served on promotion review committee.

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
TENURE													
College													
Business Administration	E			12	1			1	3	27	8	40	12
	S			3					1	2		5	1
Departments													
Accounting*	E			2						2	2	4	2
	S			2						1		3	

NOTE: E=number of faculty eligible to serve on tenure review committee.
 S=number of faculty who served on tenure review committee.
***TENURE AS A CONDITION OF EMPLOYMENT (TACOE).**

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
PROMOTION													
College	E			2		5	3	2	1	10	12	19	16
Education	S			1		1	1	1	1	2	1	4	4
Departments													
Health, P.E. &	E							1			3	1	3
Recreation	S							1			3	1	3

NOTE: E=number of faculty eligible to serve on promotion review committee.
 S=number of faculty who served on promotion review committee.

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
TENURE													
College	E			2		5	3	2	1	10	12	19	16
Education	S			1		1	1	1	1	2	1	4	4
Departments													
Health, P.E. & Recreation	E							1			3	1	3
	S							1			3	1	3

NOTE: E=number of faculty eligible to serve on tenure review committee.
 S=number of faculty who served on tenure review committee.

Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or		Asian or		Black, not				White, not			
		Alaskan Native		Pacific Islander		Hispanic		Hispanic		Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
PROMOTION													
College	E			4				1		2		7	
Engineering	S			4				1		2		7	
Departments													
Electrical &	E				2	2		2		6	1	12	1
Computing	S				1	2		2		6	1	11	1
Mechanical &	E			3		1				6		10	
Materials Dept.	S			3		1				6		10	

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Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or		Asian or		Black, not		Hispanic		White, not		Total	
		Alaskan Native		Pacific Islander		Hispanic		Hispanic		Hispanic		Males	Females
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
TENURE													
College	E			4				1		2		7	
Engineering	S			4				1		2		7	
Departments													
Mechanical &	E			3		1				6		10	
Materials Dept.	S			3		1				6		10	
Biomedical Dept.	E							1		2		3	
	S							1		2		3	
Electrical &	E				2	2		2		6	1	12	1
Computing	S				1	2		2		6	1	11	1

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Florida Equity Reports													
Florida International University													
2007-2008													
PART VIII: Promotion and Tenure Committee Composition, AY 2006-2007													
Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
PROMOTION													
College	E					1		2		4	2	7	2
Law	S					1		2		4	2	7	2
NO DEPARTMENTS													

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Florida International University													
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		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
TENURE													
College	E					1		2		4	2	7	2
Law	S					1		2		4	2	7	2
NO DEPARTMENTS													

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		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
PROMOTION													
School													
Stempel	E							2		1	1	3	1
	S							2		1	1	3	1
Departments													
Criminal Justice	E							1		2		3	
	S							1		2		3	

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Type of Committee		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
TENURE													
School													
Stempel	E			1						2	5	3	5
	S			1						2	2	3	2
Departments													
Epidemiology & Biost (Ad Hoc*)	E												
	S							1		2			3

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***TENURE AS A CONDITION OF EMPLOYMENT (TACOE).**