



Board of
Trustees

FLORIDA INTERNATIONAL UNIVERSITY

COMPENSATION WORKGROUP

TUESDAY, 9 JUNE 2009

9:00 AM

VIA CONFERENCE CALL

LISTEN-ONLY # 888-313-1671

MEMBERSHIP

BETSY ATKINS, *CHAIR*

MIRIAM LÓPEZ

ALBERT MAURY

AGENDA

- | | |
|---|-----------------|
| 1. CALL TO ORDER AND CHAIR'S REMARKS | BETSY ATKINS |
| 2. APPROVAL OF MINUTES | BETSY ATKINS |
| 3. ACTION ITEMS | BETSY ATKINS |
| CW1. PERFORMANCE EXCELLENCE PROCESS POLICY | JAFFUS HARDRICK |
| CW2. UNIVERSITY EQUITY REPORTS | JAFFUS HARDRICK |
| – 2008-09 ENROLLMENT, GENDER EQUITY IN ATHLETICS,
AND EMPLOYMENT | |
| CW3. UNIVERSITY PRESIDENT-DESIGNATE EMPLOYMENT
AGREEMENT | DAVID PARKER |
| 4. NEW BUSINESS (<i>IF ANY</i>) | BETSY ATKINS |
| 5. CONCLUDING REMARKS AND ADJOURNMENT | BETSY ATKINS |

Conference Call information:

- Please call (888) 313-1671, promptly at 9:00 am on Tuesday, 9 June 2009.
- 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

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Compensation Workgroup**

9 June 2009

SUBJECT: COMPENSATION WORKGROUP MEETING MINUTES, 10 NOVEMBER 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 10 November 2008, attached to this Resolution as Exhibit "CW-Minutes" are hereby approved.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT "CW-MINUTES": 10 November 2008 Compensation Workgroup meeting minutes.

FACILITATOR/PRESENTER:

- Workgroup Chair Betsy Atkins

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**



**COMPENSATION WORKGROUP
MINUTES
MONDAY, 10 NOVEMBER 2008**

I. CALL TO ORDER

The Florida International University Board of Trustees' Compensation Workgroup meeting was called to order on Monday, 10 November 2008, by Workgroup Chair Betsy Atkins at 4:00 p.m., in the University Park Campus, Primera Casa (PC) Executive Board Room 521, Miami, Florida.

The following attendance was recorded:

Present:

Betsy Atkins, *Chairperson*
Miriam López
Albert Maury

Trustees Thomas Breslin and AJ Meyer were also in attendance.

II. CHAIR'S REMARKS

Workgroup Chair Atkins welcomed everyone in attendance to the Compensation Workgroup meeting. She also welcomed President Maidique to the meeting, noting that he would present the University's accomplishments for 2007-2008 and the 2008-2009 University Goals for Workgroup review.

Workgroup Chair Atkins noted the Compensation Workgroup's mandate was to assess compensation and other employment matters, such as new benefits policies, for all University employees.

III. APPROVAL OF MINUTES

Workgroup Chair Atkins asked if there were any additions or corrections to the minutes of the 3 June 2008, 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 3 June 2008, attached to this Resolution as Exhibit "A," are hereby approved.

IV. ITEMS FOR WORKGROUP ACTION AND REVIEW

1. Human Resources Policy – Vacation Leave

Vice President for Human Resources Jaffus Hardrick presented the Human Resources Policy – Vacation Leave for Workgroup review. He noted that the Vacation Leave Policy should be amended in order to clarify accrual of annual leave eligibility of non-bargaining unit employees, specifically relating to nine-month non-bargaining unit faculty members.

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

WHEREAS, the Board of Trustees ("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 Vacation Leave Policy;

WHEREAS, the Vacation Leave Policy for University non-bargaining employees should be amended to clarify eligibility for accrual of vacation leave, namely to specify that nine-month non-bargaining faculty members do not accrue vacation leave;

NOW, THEREFORE, BE IT RESOLVED, that the BOT approves the University Vacation Leave Policy attached hereto as Exhibit "B";

BE IT FURTHER RESOLVED that the University Vacation Leave Policy attached hereto as Exhibit "B" shall be effective immediately; and

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

2. Performance Ratings

Workgroup Chair Atkins noted that the Board requested the University administration to research and analyze best practices for defining executive performance ratings. She reported that based on this request, a new set of Executive Performance Ratings were being presented for Workgroup review.

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

WHEREAS, the Florida International University Board of Trustees (the BOT) has been charged with annually evaluating the University President; and

WHEREAS, as part of the annual evaluation process, the BOT Compensation Workgroup shall approve and adopt a system of performance ratings to categorize and define the University President's management performance; and

WHEREAS, the BOT requested that the University research and analyze best practices for defining the Executive Performance Ratings; and

WHEREAS, based on the University's research and analysis, the BOT Compensation Workgroup recommends board adoption of the Executive Performance Ratings attached hereto as Exhibit "C";

THEREFORE, BE IT RESOLVED, that the BOT Compensation Workgroup adopts the Executive Performance Ratings attached hereto as Exhibit "C," for the following 5 years, unless the Chair of the Compensation Workgroup would like to approve new ratings before then.

3. President's Management Report, 2007-2008

President Maidique presented a report on the University's performance based on the Board approved goals for 2007-2008.

4. President's Management Review, 2007-2008

Workgroup Chair Atkins led the discussion on the President's Management Review, 2007-2008, requesting only the presence of the Workgroup members. She noted that this action was strictly voluntary and that no one present was required to exit the meeting during the discussion. She also requested that Sr. Vice President for Administration and CFO Vivian Sanchez remain for part of the discussion. The Workgroup discussed the President's performance and Workgroup Chair Atkins noted that on behalf of the Workgroup, she would report the Workgroup's comments for Board consideration at the next scheduled meeting of the Board of Trustees on 14 November 2008.

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

WHEREAS, the Florida International University Board of Trustees ("the BOT") has been charged with annually evaluating the University President; and

WHEREAS, the BOT conducted the performance evaluation of President Modesto A. Maidique for the 2007-2008 fiscal year; and

WHEREAS, the BOT must submit the evaluation to the Florida Board of Governors for review;

THEREFORE, BE IT RESOLVED, that the BOT grants a "SUPERIOR" Performance rating to President Modesto A. Maidique in his leadership of Florida International University during fiscal year 2007-2008;

BE IT FURTHER RESOLVED, that the BOT authorizes the Senior Vice President for Administration to submit the evaluation of the President to the Florida Board of Governors; and

BE IT FURTHER RESOLVED, that the Senior Vice President for Administration is authorized to take all actions necessary to give effect to this Resolution.

5. University and President's Goals Report, 2008-2009

President Maidique presented the proposed University and President's Goals report for 2008-2009.

6. University and President's Goals, 2008-2009

The Workgroup amended the University and President's Goals to expand on the goal pertaining to the improvement of student retention as well as to include additional President-specific goals for FY08-09, specifically within the area of Management.

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

BE IT RESOLVED, that the Florida International University Board of Trustees ("the BOT") approves the University and President Goals for the 2008-2009 fiscal year as presented by President Maidique and attached hereto as Exhibit "D;"

7. Presidential Bonus

Workgroup Chair Atkins led the discussion on the contractual Presidential Bonus. The Workgroup discussed benchmark data of comparable institutions. The Workgroup also engaged in a discussion regarding the President's superior performance rating meriting a higher bonus amount than the target \$50,000 included in his contract. The Workgroup members noted that they were sensitive to the current budget situation; therefore they determined that they would recommend to the Board that it grant University President Modesto Maidique a bonus of \$50,000 in recognition of his unyielding dedication and commitment to the University.

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

WHEREAS, fiscal year 2007 - 2008 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 Student Academic Performance, 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 accomplishments, some of which included:

- Graduation of Doctoral Students reached 122 significantly exceeding our goal of 106. This resulted in a five year compounded annual growth of 15% surpassing the State University System's growth rate of 7.5% by two times.

- Increased fiscal self-sufficiency by raising \$51.9 million from donor and corresponding state matching funds surpassing the university's historical high and exceeding the target by 73%.
- Strengthened academic excellence and national program recognition as is evidenced by the Academic Analytics report ranking the six doctoral programs of Social Welfare, Spanish, Economics, Curriculum and Instruction, Biological Sciences and Psychology above the national mean. In addition, the International Business undergraduate program ranked top fifteen in the country while the Executive MBA program was ranked by the Financial Times of London as 81st in 2007 in the world and as the highest ranked such program in Florida.
- Advanced the College of Medicine Initiative through conferral of LCME preliminary accreditation, conclusion of affiliation agreements with four community providers, and allocation of \$10 million from Miami-Dade County for a new ambulatory teaching hospital.
- Qualified for differential tuition with three other top Florida research institutions by leading the legislative effort to adopt a new bill that provides FIU funds that will improve the academic quality of undergraduate education.
- Drove the SUS' largest improvement in classroom utilization from 42% to 66% in three years, far surpassing the state average of 62%.
- Filled critical leadership positions including VP of Human Resources, University Treasurer, Dean of College Art & Sciences, Dean of Public Health, and Vice Provost of FIU On-line.

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 accomplishments of President Maidique during the fiscal year 2007 - 2008; therefore

BE IT RESOLVED that the Board approves a bonus of \$50,000 for President Maidique, effective September 30, 2008, in recognition of his leadership.

Exhibit "CW-Minutes"

The Florida International University
Board of Trustees
Compensation Workgroup Meeting
Minutes
10 November 2008
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DRAFT

IV. OTHER BUSINESS

No other business was raised.

V. ADJOURNMENT

With no other business, the meeting of the Florida International University Board of Trustees' Compensation Workgroup was adjourned on Monday, 10 November 2008, at 5:46 p.m.

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

Trustee requests:

There were no Trustee requests.

MB
1.13.09

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Compensation Workgroup

9 June 2009

SUBJECT: PERFORMANCE EXCELLENCE PROCESS POLICY

PROPOSED WORKGROUP ACTION:

Recommend 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; and

WHEREAS, the University recognizes that (1) a productive and collaborative work environment is critical in advancing the University’s mission, and (2) effective communication between employees and supervisors is necessary, and (3) timely, regular, and meaningful feedback helps to ensure a mutual understanding of performance expectations and fosters performance development; and

WHEREAS, the Performance Excellence Process (“the PEP”) promotes annual planning and assessment on a common anniversary; and

WHEREAS, the PEP Policy should be adopted to provide a process that is aligned with the University’s objectives;

NOW, THEREFORE, BE IT RESOLVED, that the BOT approves the PEP Policy attached hereto as Exhibit “A”;

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

BACKGROUND INFORMATION:

LEGAL AUTHORITY:

SECTION 1001.74, FLORIDA STATUTES (2008), K-20 GOVERNANCE, UNIVERSITY BOARDS OF TRUSTEES POWERS AND DUTIES, STATES IN PART:

(5)(a) To the extent delegated by the Board of governors . . . , each board of trustees shall establish the personnel program for all employees of the university, including the president.

EXPLANATION FOR PROPOSED BOARD ACTION:

The Human Resources division is proposing Board adoption of a University Performance Excellence Process policy to promote annual planning and assessment on a common anniversary date.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT “A”: Division of Human Resources – Performance Excellence Process Policy
- ATTACHMENT 1: Performance Assessment and Planning Document, Non-bargaining Unit Faculty and Employees
- ATTACHMENT 2: Presentation, Performance Excellence Process

FACILITATOR/PRESENTER:

- Jaffus Hardrick



FLORIDA INTERNATIONAL UNIVERSITY

OFFICIAL UNIVERSITY POLICY

University Staff & Administrative Employees (non-bargaining unit faculty and employees)

SUBJECT (R*) Performance Excellence Process (PEP)	EFFECTIVE DATE (R) TBA	POLICY NUMBER DRAFT
RESPONSIBLE UNIVERSITY DIVISION/DEPARTMENT (R) Division of Human Resources Florida International University	RESPONSIBLE UNIVERSITY OFFICER (R) Jaffus Hardrick Vice President, Division of Human Resources	

POLICY STATEMENT (R)

The Performance Excellence Process (PEP) promotes annual planning and assessment on a common anniversary date. Every employee shall be assessed on an annual basis on a date established by the Division of Human Resources.

Non-bargaining unit faculty members' performance assessment shall be conducted on an annual basis in accordance with procedures as established by Academic Affairs.

REASON FOR POLICY (O*)

Florida International University recognizes that (1) a productive and collaborative work environment is critical in advancing the University's mission and (2) effective communication between employees and supervisors is necessary, and (3) timely, regular, and meaningful feedback helps to ensure mutually understanding of performance expectations and fosters performance development. The Performance Excellence Process (PEP) is aligned with the University's objectives by:

- Providing consistent criteria for enhancing and assessing employee performance on a common annual date aligned with the University's fiscal year;
- Ensuring that the quality and quantity of work performed by FIU's staff members best meets the University needs;
- Encouraging continuous communication between supervisors and employees about the employee's job performance;
- Setting **Specific, Measurable, Agreed-upon, Results-focused, and Timed goals (SMART)** to ensure that employees and supervisors are meeting the expectation of their job as well as contributing to the goals and objectives of the University;
- Providing career and/or skills development plans.

RELATED INFORMATION (O)

CONTACTS (R)

Administrative Office's Address
Jaffus Hardrick, Ed.D.
Vice President, Division of Human Resources
11200 SW 8 ST – PC 224
Miami, FL 33199

Telephone Number

(305) 348-2190

Fax Number

(305) 348-2872

DEFINITION (O)**PROCEDURES (O)****RESPONSIBILITIES (O)****FORMS/ONLINE PROCESSES (O)**

***R = Required**

***O = Optional**



Performance Assessment and Planning Document

Non-bargaining Unit Faculty and Employees

Review Period From: _____ To: _____

EMPLOYEE INFORMATION

Employee Name	Employee ID Number	Position Title	Hire Date
Supervisor Name	Division/Department	Department	Telephone Extension

Please check only one box from each category – To be completed by supervisorEmployee Classification: ☐ Administrative ☐ Staff ☐ FacultyType of Assessment: ☐ Mid-Year Review (optional) ☐ Annual**Instructions**

Employee and supervisor will co-assess each of the Core Competencies using the scale below. Provide comments and examples to support your assessments. If you need additional space for comments or examples, attach an additional sheet. The Performance Assessment and Planning Document must be completed and submitted to Human Resources by end of August each year.

<u>Consistently Exceeds Expectations</u>	<u>Often Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Needs Improvement</u>	<u>Consistently Does Not Meet Expectations</u>
Employee's performance consistently exceeds all job requirements and expectations. Desired values and behaviors are exemplified and always demonstrated.	Employee's performance consistently meets and occasionally exceeds job requirements and expectations. Desired values and behaviors are consistently demonstrated.	Employee's performance fulfills essential functions of the position requirements. Expectations and/or goals are met.	Employee's performance occasionally fails to meet the essential functions of the position requirements. <i>*Supervisor must notify the Department of Employee and Labor Relations of any pending performance or behavioral issues.</i>	Employee's performance regularly fails to meet the essential functions of the position requirements. Desired values and behaviors are unsatisfactory. <i>*Supervisor must notify the Department of Employee and Labor Relations of any pending performance or behavioral issues.</i>

SECTION I –CORE COMPETENCIES**A. FOR ALL EMPLOYEES****DIVERSITY AND RESPECT**

Embraces the value of diversity; Demonstrates respect for opinions and ideas of others; Shows respect and sensitivity for cultural differences; Promotes a harassment-free environment; Supports building a diverse workforce.

EMPLOYEE'S SELF ASSESSMENT	SUPERVISOR'S ASSESSMENT OF EMPLOYEE
<input type="checkbox"/> Consistently Exceeds Expectations <input type="checkbox"/> Often Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Consistently Does Not Meet Expectations Employee's Comments:	<input type="checkbox"/> Consistently Exceeds Expectations <input type="checkbox"/> Often Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Consistently Does Not Meet Expectations Supervisor's Comments:

KNOWLEDGE EXCELLENCE

Demonstrates an understanding of knowledge specific to field of work, and job functions; Meets performance expectations; Keeps abreast of resources, technology, and other developments that impact role and responsibilities; Applies learning from past experiences to current and future work activities; Recognizes and acts on opportunities to share knowledge and resources with others; Modifies approach or method to meet expectations and challenges with resourcefulness.

EMPLOYEE'S SELF ASSESSMENT	SUPERVISOR'S ASSESSMENT OF EMPLOYEE
<input type="checkbox"/> Consistently Exceeds Expectations <input type="checkbox"/> Often Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Consistently Does Not Meet Expectations Employee's Comments:	<input type="checkbox"/> Consistently Exceeds Expectations <input type="checkbox"/> Often Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Consistently Does Not Meet Expectations Supervisor's Comments:

OPERATIONAL EXCELLENCE/EFFICIENCY

Develops plans that are appropriately comprehensive, realistic and effective in meeting goals; Promotes conservation of University resources; Utilizes cost saving measures; Prioritizes, organizes and schedules multiple tasks, activities and projects to make the best use of time; Seeks ways to eliminate inefficiencies and roadblocks; Works within approved budget.

EMPLOYEE'S SELF ASSESSMENT	SUPERVISOR'S ASSESSMENT OF EMPLOYEE
<input type="checkbox"/> Consistently Exceeds Expectations <input type="checkbox"/> Often Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Consistently Does Not Meet Expectations Employee's Comments:	<input type="checkbox"/> Consistently Exceeds Expectations <input type="checkbox"/> Often Exceeds Expectations <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Consistently Does Not Meet Expectations Supervisor's Comments:

SERVICE EXCELLENCE

Considers the impact of actions on the external and/or internal customer; Asks thorough questions to identify the service needs or expectations of customers; Takes personal responsibility for resolving service problems and works to build a win-win relationship; Looks for creative approaches to meet service objectives; Manages difficult and emotional service situations with courtesy and respect.

EMPLOYEE'S SELF ASSESSMENT

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Employee's Comments:

SUPERVISOR'S ASSESSMENT OF EMPLOYEE

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Supervisor's Comments:

ACCOUNTABILITY

Shows commitment and follows through on projects, goals, and work assignments; Completes all assigned tasks on time; Fulfills all commitments made to customers, co-workers, and supervisor; Exercises sound and ethical judgment when acting on behalf of the University; Uses appropriate confidentiality and discretion in all aspects of work; Adheres to university policies, procedures, and compliance; Adheres to work schedule to fulfill position responsibilities.

EMPLOYEE'S SELF ASSESSMENT

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Employee's Comments:

SUPERVISOR'S ASSESSMENT OF EMPLOYEE

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Supervisor's Comments:

COMMUNICATION

Selects and uses appropriate communication methods; Speaks clearly and expresses self well in groups and in one-to-one conversations; Demonstrates attention to and conveys understanding of the comments and questions of others; Expresses ideas and thoughts clearly in written documents; Organizes, reviews, and edits written work constructively.

EMPLOYEE'S SELF ASSESSMENT

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Employee's Comments:

SUPERVISOR'S ASSESSMENT OF EMPLOYEE

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Supervisor's Comments:

INTERPERSONAL/TEAM SKILLS

Works well collaboratively and/or independently to accomplish goals; Attempts to negotiate a win-win solution for disagreements and conflict; Contributes to building a positive team spirit; Relates to people in an open, friendly, accepting manner; Develops effective working relationships; Gives and welcomes feedback.

EMPLOYEE'S SELF ASSESSMENT

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Employee's Comments:

SUPERVISOR'S ASSESSMENT OF EMPLOYEE

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Supervisor's Comments:

B. FOR EMPLOYEES WITH MANAGEMENT/SUPERVISORY RESPONSIBILITIES
 (TO BE COMPLETED IN ADDITION TO SECTION I A, IF APPLICABLE TO EMPLOYEE)

PERFORMANCE COACHING

Sets expectations and goals; Gives feedback and coaches to improve performance; Provides opportunities for professional development; Documents performance, goal progress, and accomplishments; Holds timely and effective performance discussions; Provides appropriate recognition and rewards.

EMPLOYEE'S SELF ASSESSMENT

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Employee's Comments:

SUPERVISOR'S ASSESSMENT OF EMPLOYEE

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Supervisor's Comments:

LEADERSHIP

Makes mission, strategies, goals and expectations clear to others; Clarifies roles and responsibilities; Provides clear direction and defines priorities; Creates a motivating environment where people are inspired to excel; Supports the development of people through coaching and feedback; exhibits confidence in self and others; Adapts leadership style and approach to individuals' needs; Recognizes and rewards good performance.

EMPLOYEE'S SELF ASSESSMENT

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Employee's Comments:

SUPERVISOR'S ASSESSMENT OF EMPLOYEE

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Supervisor's Comments:

CRITICAL THINKING

Thinks strategically – considers a broad range of internal and external factors when solving problems and making decisions; Seeks input before making decisions; Confronts problems early, and utilizes a systematic approach to analyzing and solving them; Works well in group settings to develop innovative ideas and solutions to problems; Makes sound, timely decisions.

EMPLOYEE'S SELF ASSESSMENT

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Employee's Comments:

SUPERVISOR'S ASSESSMENT OF EMPLOYEE

- ☐ Consistently Exceeds Expectations
☐ Often Exceeds Expectations
☐ Meets Expectations
☐ Needs Improvement
☐ Consistently Does Not Meet Expectations

Supervisor's Comments:

SECTION II – GOALS AND ACCOMPLISHMENTS

(TO BE COMPLETED BY EMPLOYEE ONLY)

List your major accomplishments for the performance period.

Identify any performance and/or professional development goals you would like to achieve during the next performance period.

Identify things you would like to discuss during your performance assessment.

SECTION III – PERFORMANCE SUMMARY AND FUTURE GOALS*(TO BE COMPLETED BY MANAGER/SUPERVISOR)***Overall Performance Assessment** *(This assessment will be the assessment noted in the employee's file.)*

- | | |
|--|---|
| <input type="checkbox"/> Consistently Exceeds Expectations | <input type="checkbox"/> Often Exceeds Expectations |
| <input type="checkbox"/> Meets Expectations | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Consistently Does Not Meet Expectations | <input type="checkbox"/> Employee is too new to assess* |

**If an employee has been in a position for 3 months or less, you may check this box, complete Section IV and return to the Division of Human Resources.*

Employee's Performance Summary & Recommendations *(This section is for the supervisor to make any final comments that may be relevant to the performance assessment.)*

Identify goals for employee to achieve during the next assessment period. Goals must be S.M.A.R.T. (Specific, Measurable, Agreed-upon, Results-focused, and Timed)

SECTION IV – EMPLOYEE COMMENTS**Employee comments** *(This section is for the employee to provide any additional comments following the performance discussion meeting.)***SECTION V – SIGNATURES**

Employee Signature*	Date:
Supervisor Signature	Date:
Second Level Supervisor Signature (Department/Division Head or Chair/Dean)	Date:

**Employee signature acknowledges that the performance assessment has been discussed with the employee.*

Remember to submit to the Division of Human Resources by the end of August.



PERFORMANCE EXCELLENCE PROCESS

Presentation to Compensation Workgroup
Thursday, May 21, 2009

MEET THE TEAM

Task Force

- Robert Garcia, College of Business
- Alicia Bullard, Provost & Executive VP's Office
- Nancy Hershoff, BBC Library
- Rolda Serieux, Vice Provost Office (BBC)
- Salisha Lall, Public Safety
- Sgt. Douglas Ochipa, Police Officer
- Sandra Fernandez, Business and Finance Administration
- Nicholas Diciacco, Facilities Administration
- Martha Castiello, University Technology Services
- Kim Lewis, Facilities Administration
- James Mickle, Campus Services
- Dania Rivero, Community Relations
- Allison McComb, Graduate Studies
- Andrea Jay, Enrollment Services
- Sky Jarrett, Athletics
- Sherry Carrillo, UP Library

DHR Executive Sponsor: Dr. Jaffus Hardrick, VP of DHR

Chair: Trudy Fernandez, Director of HR Customer Relations

HR Team

Kathryn Fisk
Assistant Vice President, DHR

Shanequa Fleming
Director, Organizational Development & Learning

Joann Cuesta-Gomez
Director, Employee & Labor Relations

Elaine Vega
HR Representative

Karen Williams
Coordinator, Organizational Development & Learning

Diana Taveras-Larrosa
Assistant Director, Employee & Labor Relations

PERFORMANCE MANAGEMENT COMPARISON

CURRENT STATE

- Compliance less than 25%
- Non-inclusive process
- Evaluations done throughout the year
- Different tools & policies
- Confusion about process

PROPOSED STATE

- Compliance 90% - 100%
- Collaborative process
- Common review date
- One policy, One tool
- Simplified process

PERFORMANCE MANAGEMENT PHASES

PHASE I - July 1, 2009-June 30, 2010

- Implement transition plan to common anniversary review date

- Introduce employee self-assessment feature

- Work with stakeholders to perfect and refine process

- PEP & Supervisory Training

PHASE II -July 1, 2010-June 30, 2011

- Implement paperless workflow

- Create job-specific competencies tied to career paths

- Ongoing PEP & Supervisory Training

PHASE III - July 1, 2011-June 30, 2012

- Introduce 360 feedback tool

- Establish career ladders and succession plan

- Introduce pay-for-performance system

- Ongoing PEP & Supervisory Training

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Compensation Workgroup
12 June 2009

SUBJECT: 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 this 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 as follows:

(1) GENDER EQUITY PLAN--

(a) Each ... 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

2009 FLORIDA EDUCATIONAL EQUITY ACT REPORT GUIDELINES



2009

Florida Educational Equity Act Report: Enrollment, Gender Equity in Athletics, and Employment **Report Year 2008 - 2009**

Florida International University

Data Year: July – June, 2007-2008

Approved by University Board of Trustees: (6/12/2009)

Approved by University President: (signature and date)

Submitted by:

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

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Date Sent to FIU Data

Administrator: June 26, 2009

FLORIDA EDUCATIONAL EQUITY ACT REPORT 2008-2009

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2009 FLORIDA EDUCATIONAL EQUITY ACT REPORT GUIDELINES

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

(Status of Goal Achievements from 07-08 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 II. Policies and Procedures

There were no new EEO related policies implemented.

PART III. Academic Program Review - 2007-2008 Goals and Results

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

Increase FIU's Black, Asian and American Indian full-time student enrollment over the next five years.

Results

In Fall 2008, 81.1% of the full-time FTICs were students from under-represented groups, exceeding the 80% benchmark for under-represented FTIC minorities. The percentage of Black FTIC students, however, fell below the 80% benchmark. Specifically, 9.2% of FTICs at FIU were Black students whereas 14.8% of FTICs throughout the SUS were Black students. In order to have sustained the 80% benchmark, 11.8% ($14.8\% \times 80\% = 11.8\%$) of the entering FTIC class should have been represented by Black students. In Fall 2008, FIU made progress towards this goal by increasing the percentage of its Black FTIC students by 4.5% from 284 to 297 students and increasing the percentage of its Black FTIC students from 9.2% to 10.3% from the prior year.

Graduate Participation

Goal - Enrollment

We expect Hispanic enrollment to reflect the general increase in the graduate student body. We are aiming to increase African American enrollment 2% faster than the general growth of our graduate student population.

Results

The goal to increase enrollment of Black residents 2% faster than the general growth of the graduate student population was not achieved. However, since Black enrollment in

graduate programs at FIU exceeds the proportion of bachelor's degrees earned by Black residents at FIU, the previous goals may need further refinement to focus on increasing enrollment of Black students in doctoral programs. We did not have any specific goals relative to Hispanic student enrollment.

Goal - Completion

Increase the doctoral completion rates for African American and Hispanic students.

Results

Considering first the master's degrees conferred to US residents, the percentage of degrees conferred to Black students has increased by 3.0%, to 15.6%, in the past 5 years. This exceeds the percentage of Blacks earning bachelor's degrees at FIU (13.6%). In the last 5 years, the percentage conferred to Hispanic residents has increased by 3.7%, to 53.5%. This is less than the 64.3% of Hispanics earning bachelor's degrees.

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

The university is making progress with this goal. According to the following table, the gap between female athletes and female students narrowed by 2.7% between 2007-08 and 2008-09.

Women Athletes	2007-08 AY*	2008-09 AY*
% of Enrollment*	56.5%	56.7%
% of Participation	38.9%	41.8%
Gap Variance	-17.6%	14.9%

*Source: Student Data Course File (OPIE)

PART V. Employment

Florida Statute 1000.05: 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 and Dean of the Stempel School of Public Health.

Results

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

Goal

Achieve the employment equity program goals and the accountability goals of hiring 3 female and 2 minority administrators and faculty within specific academic disciplines: Health, Science/Math and Social Science.

Table B: 2007-2008 Equity Goals for 2008-2009 Equity Report

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 –Social Science	03	Asian		1
Total			2	3	5

Results

According to Table C, 3 of the 5 targeted goals were achieved; 4 Females and 2 Hispanics were hired or promoted. Hiring goals for job groups 3 and 33 were not met. Nonetheless, there were hires of non-targeted group members, both Hispanic.

Table C: Outcome for 2008-2009 Equity Report

Job Group #	Discipline	Rank	Race	Gender	Results
2	Faculty Admin	(no rank)	White	Female	1
22	Faculty –Health	(02)	White	Female	1
31	Faculty –Science/Math	(03), (03)	Hispanics	Female	2
Total					

Additionally, according to Table D, a total of 53 females and 60 minorities were hired or promoted into positions covered by the Equity Accountability Plan, far exceeding the projected goal.

Table D: Overall Hires/Promotions of Females and Minorities in Positions Covered by the Equity Accountability Plan

All Groups	New Hires		Promotions	
	Female	Minorities	Females	Minorities
Total	47	54	6	6

Source: 2008-2009 Affirmative Action Plan

PART VI. Areas of Improvement/Achievement

Goals were achieved in five of the ten projected areas. Work will continue in the areas where we were not successful.

PART VII. Protected-Class Representation in the Tenure Process

Overall, all protected groups did well in the tenure process.

PART VIII. Promotion and Tenure Committee Composition

Females and minorities are represented on all promotion and tenure committees.

PART IX. Other Requirements

The Budgetary Incentive Plan, the President's Evaluation, and the evaluation of top administration demonstrate the University's continuing commitment to equity.

DESCRIPTION OF PLAN DEVELOPMENT

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

PART	REPORTING AREA	RESPONSIBLE AREA
I	Executive Summary	Equal Opportunity Programs
II	Policies and Procedures In Support of Equity	Equal Opportunity Programs
III	Academic Program Reviews	Institutional Planning and Effectiveness, Student Affairs, Enrollment Support, University Graduate School
IV	Gender Equity In Athletics	Intercollegiate Athletics
V	Employment Representation	Institutional Planning and Effectiveness, Provost
VI	Areas of Improvement and Achievement	Provost
VII	Protected-Class Representation In The Tenure Process, 2007-2008	Provost and Academic Budget Office

VIII	Promotion And Tenure Committee Composition, AY 2007-2008	Academic Budget Office
IX	Other Requirements	Provost, Academic Budget Office, Board of Trustees

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. - Policies and Procedures in Support of Equity

- A. Review of Policies and Procedures. Identify the policies and procedures that are specifically formulated to ensure equity. Update the webpage links or provide copies of policies that relate to equity to the University Community on an annual basis.

Florida Equity Reports

Florida International University

2008-09

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 therefore, has established a non-discriminatory policy for its employees and applicants for employment. This policy is applied without regards 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.

A. Accommodation of Employees with Disabilities

Provide support and resources 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. Severe Weather/Emergency Closing

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

<http://hr.fiu.edu/index.php?name=policies>

E. 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.

F. Processing of Discrimination Complaints Filed with External Compliance Agencies

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

G. 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.

H. Non-Discrimination Policy and Discrimination Complaint Procedures

To ensure that the University environment is free of illegal discrimination based upon race, color, creed, age, disability, 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 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 whether the discrimination was intentional 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 Educational Equity Act, the complaint will be reviewed prior to action by the office of Equal Opportunity Programs to determine the validity of the complaint and the appropriate office to investigate the complaint. There are 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, administrative or staff grievance procedure.

In all instances, complainant 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.

Formal Complaints

- a. A complaint must be 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. A complaint must be filed within one hundred (100) days of the alleged act(s) of discrimination, or in the case of a student complaint against a faculty member, within fourteen (14) days from the first day of classes for the following semester.
- c. The Office of Equal Opportunity Programs shall investigate the formal complaint. This investigation may include, but shall not be limited to, interviewing the person complained about regarding the allegations, interview of other persons who may have information relevant to the allegations, preparation of witness statements for all persons interviewed, and review of any relevant documents. Upon completion of the investigation, a report shall be prepared which includes a summary of the complaint, a description of the investigation, the findings, and recommendations.
- d. There may be instances in which a potential complainant is unable or unwilling to pursue a complaint of discrimination, but where the University administration is aware of the behavior. In such instances, the Office of Equal Opportunity Programs may choose to pursue an investigation of the alleged offense. The decision of whether or not to pursue an administrative complaint will be based on the egregiousness of the alleged offense, the basis for the aggrieved party's decision not

to pursue a complaint, and the apparent evidence supporting the allegations. The decision to pursue an administrative complaint shall be made by the director of the Office of Equal Opportunity Programs in consultation with the Vice President in charge of the aggrieved party's unit and the Vice President in charge of the alleged offender's unit, in the event that the two parties are in different units. An administrative complaint will follow the same procedures as formal complaints except that no complainant will be named.

- e. In the event that a claim of discrimination is found to be frivolous or malicious, appropriate University sanctions shall be taken against the complainant, including disciplinary action where appropriate. Disciplinary action against students shall be taken in accordance with the University's Code of Conduct for students.
- f. The Office of Equal Opportunity Programs may attempt conciliation during the course of an investigation of a complaint. 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 or supervisor should notify the Office of Equal opportunity Programs. The Vice President for Human Resources or a designee may then require the complaint to proceed as if conciliation had not been reached.
- g. The report of the Office of Equal Opportunity Programs shall be made known to the Vice President for Human Resources or designee, the alleged offender, the immediate supervisor of the alleged offender, and the appropriate vice president.
- h. Either party may seek review of the finding of the Office of Equal Opportunity Programs to the Vice President for Human Resources or designee by filing a request for a review ("appeal") within twenty (20) 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. The appeal shall be in writing, and shall set forth the issues to be considered in the appeal. Copies of the appeal shall be provided to the opposing party and to the Director, Equal opportunity Programs.
- j. The opposing party and the Director, Equal Opportunity Programs, may file a response to the appeal to the Vice President for Human Resources or designee within twenty (20) days of receipt of the appeal.

- k. The Vice President for Human Resources or designee shall issue a written finding no more than twenty (20) days after receipt of the appeal, or of a response to the appeal, whichever is later.
- l. Upon final acceptance by the Vice President for Human Resources or designee of a written finding on the complaint, the immediate supervisor of the alleged offender may of a finding on the complaint, the immediate supervisor of the alleged offender provide a reasonable resolution to the complaint (e.g., that a student be allowed to change sections, that the employee report to a different supervisor) and may also recommend or take disciplinary action against the alleged offender. The proposed resolution shall be approved by the Office of Equal Opportunity Programs. Disciplinary action shall be taken in accordance with the regulations and policies affecting the class of employee and the terms of any applicable collective bargaining agreement.
- m. No University employee shall retaliate against a complainant or any person involved in the process. Any attempt to penalize a complainant or anyone involved in the process through any form of retaliation shall be treated as a separate allegation of discrimination.

PART III. Academic Program Reviews

- A. Under 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

ENROLLMENT

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 Department of Education, 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.

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

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2008, Fall 2007 and Fall 2003								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	32	146	2	61	870	228	4	1343
Women	32	151	2	69	1050	248	1	1553
Total FTIC Fall 2008	64	297	4	130	1920	476	5	2896
Category % of total Fall 2008	2.2%	10.3%	0.1%	4.5%	66.3%	16.4%	0.2%	100.0%
Total FTIC Fall 2007	58	284	4	128	2110	517	0	3101
Category % of total Fall 07	1.9%	9.2%	0.1%	4.1%	68.0%	16.7%	0.0%	100.0%
Total FTIC Fall 2003	62	335	5	137	1762	544	8	2853
Category % of total Fall 03	2.2%	11.7%	0.2%	4.8%	61.8%	19.1%	0.3%	100.0%

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

*NRA = Non-resident alien

B = Black

AI/AN = American Indian/Alaskan Native

A/PA = Asian/Pacific Islander

H = Hispanic

W = White

Unk = Unknown

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.

Benchmark for Data Assessment:

The specific comparison benchmark for FTIC enrollment is the percent of under-represented FTIC minorities at FIU versus the percent of under-represented FTIC minority students throughout the SUS. The most recent comparative data published by the Florida Board of Governors is for Fall 2007.

Data Assessment

During the five year period between Fall 2003 and Fall 2007, FTIC enrollment increased 8.7%. Under-represented minority enrollment increased 12.8%; however, Black student enrollment decreased 15.2% from 335 to 284 students. Between Fall 2007 and Fall 2008, total FTIC enrollment decreased 6.6% due to statewide budget cuts and an FTIC enrollment cap imposed by the Florida Board of Governors. Despite this reduction, the percent of under-represented minorities remained constant at 81.1% between Fall 2007 and Fall 2008.

Last year, 81.1% of the FTICs at FIU were under-represented minorities which compared favorably against the 38.6% of under-represented minorities throughout the entire SUS. Similarly, in Fall 2008, 81.1% of the full-time FTICs were students from under-represented groups. FIU significantly exceeded the 80% benchmark on percent of under-represented FTIC minorities.

The percentage of Black FTIC students, however, fell below the 80% benchmark. Specifically, 9.2% of FTICs at FIU were Black students whereas 14.8% of FTICs throughout the SUS were Black students. In order to have sustained the 80% benchmark, 11.8% ($14.8\% \times 80\% = 11.8\%$) of the entering FTIC class should have been represented by Black students. In Fall 2008, FIU made progress towards this goal by increasing the percentage of its Black FTIC students by 4.5% from 284 to 297 students and increasing the percentage of its Black FTIC students from 9.2% to 10.3% from the prior year.

Targeted Improvement

The recruitment, admission and enrollment of Black under-represented FTIC students will remain a focused and targeted area for improvement.

Chart 2. Florida Community College A.A. Transfers, Fall 2008, Fall 2007 and Fall 2003

Chart 2. Full-time Florida Community College A.A. Transfers, Fall 2008 (and Summer Continuing into Fall) Fall 2007 and Fall 2003										
	NRA	B	A/AN	A/PA	H	W	Unk	Female	Male	Total
Total Fall 2008	344	305	5	52	1010	412	21	1282	867	2149
Category % of Total Fall 2008	16.0%	14.2%	0.2%	2.4%	47.0%	19.2%	1.0%	59.7%	40.3%	100.0%
Total Fall 2007	245	220	1	62	888	292	1	1064	645	1709
Category % of Total Fall 2007	14.3%	12.9%	0.1%	3.6%	52.0%	17.1%	0.1%	62.3%	37.7%	100.0%
Total Fall 2003	206	260	2	38	672	357	9	887	657	1544
Category % of Total Fall 2003	13.3%	16.8%	0.1%	2.5%	43.5%	23.1%	0.6%	57.4%	42.6%	100.0%
Source: For Fall 2008 and Fall 2007: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Column 2, Transfer-In; For Fall 2003: Student Data Course File (Preliminary)										

Benchmark for Data Assessment: The Florida Education and Training Placement Information Program (FETPIP) is a data collection and consumer reporting system established by Florida Statutes Section 1008.39 to provide follow-up data on Associate in Arts graduates from the Florida Community Colleges and others³. The most recent report represents the post graduation placement of AA graduates from 2006/07. Specifically, this report represents the number of AA graduates, by race, which enrolled in public universities within the State of Florida. These statewide outcomes provide the benchmark for comparison purposes. FIU endeavors to enroll a minimum of 80% of new AA transfers in proportion to the number of AA graduates enrolling in public universities.

Data Assessment: According to the most recent FETPIP report, 18,915 AA graduates from 2006/07 enrolled in Florida public universities. This cohort consisted of 33.8% minority students in the following racial groups: 3% Asian, 11% Black, 19% Hispanic and .3% American Indian. In comparison, 68.5% of the full-time AA transfers at FIU in Fall 2007 were minority students consisting of 3.6% Asian, 12.9% Black, 52% Hispanic and .1% American Indian. Additionally, in Fall 2008, 63.8% of the full-time AA transfers were minority students with 2.4% Asian, 14.2% Black, 47% Hispanic and .23% American Indian. In both Fall 2007 and Fall 2008, FIU exceeded the 80% benchmark in total minority students, Asian, Black and Hispanic students (American Indian representation was less than 1% statewide and at FIU).

Targeted Improvement

No targeted improvements are required for this group.

RETENTION

Chart 3. Retention of Full-time FTICs Entering Fall 2007, Summer 2007, and Continuing into Fall After One Year

	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	66	287	4	128	2,117	516	2	1661	1459	3,120
Category % of Total	2.1%	9.2%	0.1%	4.1%	67.9%	16.5%	0.1%	53.2%	46.8%	100.0%
After 1 year	38	234	3	107	1778	364	0	1377	1147	2,524
Retention Rate	57.6%	81.5%	75.0%	83.6%	84.0%	70.5%	N/A	82.9%	78.6%	80.9%

Source: Student Data Course File. FTICs Who Matriculated Fall 2007, plus those FTICs Who Matriculated In Summer 2007 And Enrolled in 200708. Second year retention data includes students enrolled in Fall 2008.

Benchmark for Data Assessment

The benchmark for measuring this outcome is the first year retention rate of FTIC students attending public PhD-granting institutions. This information is reported in the annual ACT Retention Trend report⁴.

³ <http://www.fldoe.org/fetpip/>

⁴ http://www.act.org/research/policymakers/pdf/retain_2008.pdf

Data Assessment

The most recent ACT Retention Trend reported that 72.9% of the first year students who enrolled in a public PHD-granting university in Fall 2007 returned to their universities for a second year in Fall 2008. FIU's overall first-year retention rate of 80.9% is 8% higher than the national average for public PhD granting universities. FIU's under-represented student groups do especially well compared against this 72.9% national first-year retention rate for this selected cohort. Specifically, Black students (81.5%) have an 8.6% higher rate compared to this 72.9% national average; Hispanic students (84%) have an 11.1% higher rate; American Indian students (75%) have a 2.1% rate; and, Asian students (83.6%) have a 10.7% higher rate.

Targeted Improvement/Intervention

No targeted improvements are required for this group. However, during the past year, a comprehensive review was conducted to evaluate and increase the overall first year retention rate, particularly the rate for Black students. In last year's Florida Equity Report, Enrollment Services recommended an analysis be conducted on the 139 Black students who did not re-enroll for Fall 2007. The study was expanded to look at all students failing to re-enroll for the second year. Results revealed that many students fell below the GPA required to sustain their Florida Bright Futures awards and/or financial aid. Of the 2007 cohort who dropped out, 51% left with a GPA of less than 2.0. Transfers to other colleges and universities were identified using the National Student Clearinghouse database showing that 307 students (9.8%) transferred to other schools with 232 or 75.6% of the transfers going to a two-year school.

Based on the above analysis, the plan designed and under implementation for the 2008 cohort includes the following key steps:

- Monitoring cohort success following both Fall and Spring term academic results to identify those needing special advising and academic intervention.
- Implementation of a pilot summer bridge program for 2008 cohort students with GPA's of 1.5 to 1.99, especially those in danger of losing financial aid. The program includes intrusive advising, extensive use of tutors and peer-led study groups, and a half day workshop on study skills.
- Extensive Financial Aid outreach to students with Spring GPAs that will result in loss of their Bright Futures scholarships or Financial Aid to promote summer registration and improved academic performance in order to save their scholarship or financial aid benefits. The Financial aid Office also ran multiple campaigns to increase the number of students filling FAFSA forms.
- Implementation of "Bring Back the Class" – a summer-long program involving all 150 staff members of the Enrollment Services area in an effort to reach out to all 2008 students and to maximize their potential for return in Fall of 2009.

In January 2009, the Director of Retention convened a new Retention Roundtable to provide key staff in Enrollment Services, Undergraduate Education and Student Affairs an opportunity to share best practices, exchange good ideas and coordinate efforts to increase first-year retention and 4-Year and 6-Year graduation rates. Plans are underway to bring about significant enhancements in Orientation, First-year Experience classes, Freshman Learning Communities, and Undergraduate Advising.

GRADUATION

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

Chart 4. Graduation Rate of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2002 or Summer 2002 and continuing into Fall, After Six Years										
	NRA	B	A/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	81	339	8	154	1678	541	27	1625	1203	2828
Category % of Total After 6 years	2.9%	12.0%	0.3%	5.4%	59.3%	19.1%	1.0%	57.5%	42.5%	100.0%
Number of Graduates	43	131	3	79	846	243	19	848	516	1364
Percent Graduated	53.1%	38.6%	37.5%	51.3%	50.4%	44.9%	70.4%	52.2%	42.9%	48.2%
Category % Graduated	3.2%	9.6%	0.2%	5.8%	62.0%	17.8%	1.4%	62.2%	37.8%	100.0%
Number Retained	48	180	3	95	1109	312	22	1058	711	1769
Percent Retained	59.3%	53.1%	37.5%	61.7%	66.1%	57.7%	81.5%	65.1%	59.1%	62.6%
Category % Retained	2.7%	10.2%	0.2%	5.4%	62.7%	17.6%	1.2%	59.8%	40.2%	100.0%
Sources: BOG-IRM Retention/Progression Supplemental Report 1 and IPEDS - Section II - Graduation Rate - Transfers/exclusions (subtracted exclusions from cohort) The Retained will be at the end of the sixth year and not the beginning of the seventh as reported on the GRS.										

Benchmarks for Data Assessment

Three indicators are used to test institutional performance in the graduation of underrepresented groups:

- 1) Six-year graduation rate of under-represented minority students graduating at FIU versus the national six-year graduation rate of students attending public Title IV college/universities.
- 2) Percent of ethnicity that graduated as compared to the ethnic group's percent of the original cohort. For example, Black students were 12% of the 2002 full-time FTIC cohort, but were 9.6% of the graduating cohort.
- 3) Percent of the ethnicity that is graduated plus those still enrolled (retained) as compared to the ethnic group's percent of the original cohort. For example, Black students are 12% of the original cohort and 10.2% of those retained.

Data Assessment

- 1) Six-year graduation rate - FIU meets or exceeds the 80% benchmark on the national six-year graduation rate for total undergraduates as well as all under-represented student groups. According to the National Center of Educational

Statistics First Look, Fall 2007 report⁵ (table 5), 55% of undergraduates attending public 4-year Title IV institutions graduated in six years. FIU's 48.2% six-year graduation rate falls within 87.6% of the national average. So, too, FIU's six-year graduation rate for under-represented student groups met or exceeded the 80% benchmark of national averages as follows: Black students 38.6% FIU v. 40.1% national (96.2% of benchmark); American Indian students 37.5% FIU v. 37.2% national; Hispanic students 50.4% FIU v. 45.7% national; and, Asian students 51.3% FIU v. 64.5% national (80% of benchmark).

- 2) Percent of ethnicity graduating compared to its percent of the cohort - FIU met or exceeded the 80% margin for Black, Hispanic and Asian students. (The American Indian/Alaska Native group with only eight students is not sufficiently large for meaningful comparison). In these three under-represented student groups, the percentage of graduates within six-years met or exceeded 80% of the percentage each group represented within the entering FTIC cohort in 2002.
- 3) Percent of ethnicity retained - FIU met or exceeded the 80% margin for all under-represented student groups. In all under-represented student groups, the percentage of students retained in the seventh year met or exceeded 80% of the percentage each group represented within the entering FTIC cohort in 2002.

Targeted Improvements/Interventions

No targeted improvements are required for this group. However, the university has set an institutional strategic goal to increase its six-year graduation rate to the national average within the next five years. An aggressive online degree audit, tracking and communication program called GradXpress, will be implemented during the 2009-2010 academic year and is expected to produce improvements for all students through:

- 1) A sequenced display of course requirements in the student's major.
- 2) An Inter-active tool to tracking and personalized alerts to each student regarding their status as On Track, Off Track or Fast Track to graduation.
- 3) A Virtual advising center alerting students to key milestones along the pathway to graduation.

⁵ <http://nces.ed.gov/pubs2009/2009155.pdf>

Chart 5. Bachelor's Degrees Awarded, Academic Years 2007-2008, 2006-2007 and 2002-2003

Chart 5. Bachelor's Degrees Awarded, AY 2007-2008, AY 2006-2007, AY 2002-2003								
	NRA	B	A/AN	A/PA	H	W	Unk	T
AY 2007-2008								
Male	127	255	1	83	1341	406	11	2224
Female	130	456	0	96	2028	550	13	3273
Total	257	711	1	179	3369	956	24	5497
Category % of Total	4.7%	12.9%	0.0%	3.3%	61.3%	17.4%	0.4%	100.0%
AY 2006-2007								
Male	183	247	3	87	1230	371	8	2129
Female	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%
AY 2002-2003								
Male	211	203	4	67	965	359	19	1828
Female	269	391	8	94	1513	484	34	2793
Total	480	594	12	161	2478	843	53	4621
Category % of Total	10.4%	12.9%	0.3%	3.5%	53.6%	18.2%	1.1%	100.0%
Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.								

Benchmark for Data Assessment

The benchmark selected for bachelor's degrees awarded is the percent of under-represented students at FIU compared to the percent of under-represented students throughout the entire state university system (SUS). FIU endeavors to meet or exceed 80% of the percent of under-represented students graduating in the SUS.

Data Assessment

In 2007-08, 49,776 baccalaureate degrees were awarded to undergraduates throughout the Florida State University System (SUS). Statewide, 17,117 or 34.4% of the degrees awarded were to students from under-represented groups. FIU awarded 5,497 bachelor's degrees, of which 4,260 or 77.5% were to Black, Hispanic, Asian or American Indian students. FIU exceeded the total percentage as well as the 80% benchmark for total under-represented students graduating in the SUS. FIU's total graduation rate exceeded the total SUS graduation rate by 225% (77.5% / 34.4%).

Within the under-represented student groups, FIU compares favorably over the SUS in Black, Hispanic and Asian baccalaureates. The single American Indian graduate at FIU was not significant for a meaningful comparison. As noted in the chart below, FIU met or exceeded the 80% benchmark of percent under-represented students graduating in the SUS.

Baccalaureate Degrees Awarded to Undergraduate Students

2007/08	SUS		FIU		Criterion/Outcome	
	#	%	#	%	80% SUS	FIU % Goal
Asian	2,257	4.5%	179	3.3%	3.6%	90%
Black	6,409	12.9%	711	12.9%	10.3%	126%
Hispanic	8,271	16.6%	3,369	61.3%	13.3%	461%
Native Indian	180	0.4%	1	0.02%	0.3%	6%
Non Res Alien	1,088	2.2%	257	4.7%	1.8%	NA
White	30,748	61.8%	956	17.4%	49.5%	NA
Not Reported	777	1.6%	24	0.4%	1.2%	NA
Total	49,730		5,497			

Florida Board of Governors website

On the national level, FIU holds a competitive ranking among the top 100 colleges and universities graduating students from various under-represented student groups. *Hispanic Outlook in Higher Education Magazine*⁶ FIU ranked #1 among the top producers of baccalaureate degrees to Hispanic students. And, *Diverse Issues in Higher Education*⁷ FIU ranked #3 among the top producers of total minority baccalaureates and ranked #19 among the top producers of African American baccalaureates.

Targeted Improvement

No targeted improvements are identified for this area of performance.

⁶ <http://www.hispanicoutlook.com/top100.htm>

⁷ <http://www.diverseeducation.com/Top100DegreeProducers2007undergraduate.asp>

Program Area: GRADUATE STUDENTS**ENROLLMENT**

Full-time Graduate Students Enrolled in Fall 08								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	569	100	0	47	408	271	6	1401
Women	500	317	3	86	765	414	9	2094
Total	1069	417	3	133	1173	685	15	3495
Category % of Total	30.6%	11.9%	0.1%	3.8%	33.6%	19.6%	0.4%	100.0%
<i>Source: IPEDS 2008-09, Part A, Fall enrollment by race, ethnicity, and gender.</i>								

Part-time Graduate Students Enrolled in Fall 08								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	85	151	3	75	633	289	13	1249
Women	60	380	1	75	990	458	17	1981
Total	145	531	4	150	1623	747	30	3230
Category % of Total	4.5%	16.4%	0.1%	4.6%	50.2%	23.1%	0.9%	100.0%
<i>Source: IPEDS 2008-09, Part A, Fall enrollment by race, ethnicity, and gender.</i>								

Full-time Graduate Students Enrolled in Fall 07								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
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	29.6%	10.8%	0.1%	3.7%	32.5%	19.1%	0.7%	100.0%
<i>Source: IPEDS 2008-09, Part A, Fall enrollment by race, ethnicity, and gender.</i>								

Part-time Graduate Students Enrolled in Fall 07								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
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	4.0%	14.7%	0.1%	4.9%	46.6%	22.6%	1.1%	100.0%
<i>Source: IPEDS 2008-09, Part A, Fall enrollment by race, ethnicity, and gender.</i>								

Data Assessment

To assist us in evaluating our success in increasing the number of underrepresented masters and doctoral students, we have calculated the minority graduate student enrollment among US residents (See tables above). In Fall 08, 17.2% of FIU's US resident graduate student population was comprised of Black residents, an increase from 16.2% in Fall 07. The enrollment of Black graduate students compares favorably to the percentage of bachelor's degrees awarded to Blacks in 07/08, i.e., 13.6% of FIU bachelor's degrees awarded to US residents were conferred to Black residents. The graduate enrollment for Hispanics is not proportional to bachelor's degrees conferred for Hispanics. In Fall 08, 50.7% of our US Resident graduate student population was Hispanic (Fall 07 was 50.3%) which is notably less than the 64.3% of bachelor's degrees awarded to Hispanic US residents.

Our goals for 08-09 were to increase enrollment of Black residents 2% faster than the general growth of the graduate student population. We did not achieve this as the US resident population of FIU students increased by 1.5% and percentage of Black US residents increased similarly at 1.1%. However, since Black enrollment in graduate programs at FIU already exceeds the proportion of bachelor's degrees earned by Black residents at FIU, our previous goals may need further refinement to focus on increasing enrollment of Black students in doctoral programs. We did not have any specific goals relative to Hispanic student enrollment.

In regards to gender, Fall 08 graduate enrollment was 63.8% female and 36.2% male. This is similar to the gender distribution in the bachelor's degrees conferred to US residents, 60% female and 40% male.

Targeted Improvement

A close evaluation of the data indicates that FIU has a higher proportion of Black residents enrolled in graduate school and earning master's degrees than earning bachelor's degrees. Thus, our goals for recruitment and retention of Black graduate students should focus on the doctoral level. The picture is somewhat different for Hispanic residents. Graduate enrollment of Hispanics is lower than the proportion of Hispanics earning bachelor's degrees, and the shortfall is seen at both the master's

and doctoral levels. Therefore, our goal for recruitment and retention of Hispanic residents should focus on both the master's and doctoral level.

Strategies for Improvement

Most of the master's programs at FIU do not include a GRE score in their admission criteria. This admission policy allows minority students who performed well in the classroom but not necessarily on standardized exams to meet program admissions standards. In addition, FIU allows up to 10% of graduate admissions to be exceptions to the minimum criteria. This provides another admission option for minority students who did not have the required GPA or standardized test scores but who showed promise of success.

In an effort to further encourage minority graduate student applicants, the University Graduate School (UGS) has worked to strengthen its relationship with the Florida Education Fund (McKnight) over the 2008-2009 AY to increase the diversity of our graduate population. McKnight Fellowships are awarded to select Black or Hispanic doctoral-seeking students in the state of Florida. FIU had eight McKnight students enrolled in 2008-2009.

Additionally, the University Graduate School hired a new recruiter in March 2009, fluent in English and Spanish, with recruitment and leadership experience to help strengthen graduate-level recruitment efforts at the student and academic unit level.

For the upcoming academic year, the UGS plans to continue increasing enrollment of Black and Hispanic and female students at the graduate level through a variety of means. UGS will also attend recruitment fairs for other HSIs (Hispanic Serving Institutions) and HBCUs (Historically Black Colleges and Universities) with limited graduate level programs. Further, the UGS will be pursuing a partnership with the Gates Millennium Scholars Program, which promotes academic excellence and provides opportunities to minority students at the graduate level in the areas of computer science, education, engineering, library science, mathematics, public health and science. The UGS will continue the close relationship with the Florida Education Fund in attracting high-performing Black and Hispanic students through the McKnight Fellowship Program. Additionally, the UGS aims to facilitate individual relationships between faculty and prospective students over the 2009-2010 AY.

GRADUATION

Chart 6. Master's Degrees Awarded, Academic Years 2007-2008, 2006-2007 and 2002-2003

Chart 6. Master's Degrees Awarded, AY 2007-2008, AY 2006-2007, AY 2002-2003								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
AY 2007-2008								
Male	256	76	1	36	335	179	3	886
Female	219	185	1	45	560	242	9	1261
Total	475	261	2	81	895	421	12	2147
Category % of Total	22.1%	12.2%	0.1%	3.8%	41.7%	19.6%	0.6%	100.0%
AY 2006-2007								
Male	164	85	0	35	293	169	7	753
Female	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%
AY 2002-2003								
Male	190	45	1	21	291	190	45	783
Female	119	136	0	25	425	213	47	965
Total	309	181	1	46	716	403	92	1748
Category % of Total	17.7%	10.4%	0.1%	2.6%	41.0%	23.1%	5.3%	100.0%
Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.								

Chart 7. Doctoral Degrees Awarded, Academic Years 2007-2008, 2006-2007 and 2002-2003

Chart 7. Doctoral Degrees Awarded, AY 2007-2008, AY 2006-2007, AY 2002-2003								
	NRA	B	A/AN	A/PA	H	W	Unk	T
AY 2007-2008								
Male	35	3	0	2	12	14	0	66
Female	16	5	0	3	12	20	0	56
Total	51	8	0	5	24	34	0	122
Category % of Total	41.8%	6.6%	0.0%	4.1%	19.7%	27.9%	0.0%	100.0%
AY 2006-2007								
Male	23	0	0	3	8	12	0	46
Female	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%
AY 2002-2003								
Male	3	1	0	0	11	10	0	25
Female	3	5	0	0	6	19	2	35
Total	6	6	0	0	17	29	2	60
Category % of Total	10.0%	10.0%	0.0%	0.0%	28.3%	48.3%	3.3%	100.0%
Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.								

Chart 8. First Professional Degrees Awarded, - Academic Years 2007-2008, 2006-2007 and 2002-2003

Chart 8. First Professional Degrees Awarded, AY 2007-2008, AY 2006-2007, AY 2002-2003								
	NRA	B	A/AN	A/PA	H	W	Unk	T
AY 2007-2008								
Male	0	1	0	2	13	28	1	45
Female	0	7	0	1	19	18	0	45
Total	0	8	0	3	32	46	1	90
Category % of Total	0.0%	8.9%	0.0%	3.3%	35.6%	51.1%	1.1%	100.0%
AY 2006-2007								
Male	0	3	0	2	25	19	0	49
Female	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%
AY 2002-2003								
Male	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0
Category % of Total	0	0	0	0	0	0	0	0

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

Data Assessment

The complete IPEDS data includes all degrees conferred, including those to non-resident aliens (NRA) (see Tables 6, 7 and 8). In order to assist us in evaluating our success in increasing the number of masters and doctorates awarded to under-represented groups, we have created additional tables that include only data from US residents (see above). Considering first the master's degrees conferred to US residents, the percentage of degrees conferred to Black students has increased by 3.0%, to 15.6%, in the past 5 years. This exceeds the percentage of Blacks earning bachelor's degrees at FIU (13.6%). In the last 5 years, the percentage conferred to Hispanic residents has increased by 3.7%, to 53.5%. This is less than the 64.3% of Hispanics earning bachelor's degrees. The number of master's degrees conferred to American Indian students has held steady at 0.1% and has increased from 3.2 to 4.8% for Asian students.

As the number of doctoral degrees conferred at FIU has more than doubled in the past 5 years, from 60 in 02/03 to 122 in 07/08, there has also been an 8.5 fold increase in the doctoral degrees conferred to non-resident aliens (from 6 doctoral degrees on 02/03 to 51 in 07/08). This is primarily due to the rapid growth of our programs in engineering and the other STEM (Science, Technology, Engineering, and Mathematics) fields that attract a large number of students from other countries. If we look only at the doctoral degrees conferred to US residents, the percentage of degrees conferred to minority students has not changed for Black residents and

increased only slightly for Hispanic residents in the last 5 years. In both 02/03 and 07/08, 11% of the residents receiving doctoral degrees were Black. The percentage of Hispanic residents receiving doctoral degrees increased from 31.5% to 33.8%. During this period, the number of doctoral degrees conferred to White residents decreased from 53.7% to 47.9%. There were no doctoral degrees conferred to AI/AN in either year, but there was an increase from 0 to 7% of doctoral degrees conferred to A/PA students in 07/08.

Our stated goals have been to increase the completion rate for both Black residents and Hispanic residents to their level of representation in the graduate student body. It was projected in 08/09 that this would translate to an increase in the number of doctorates awarded to Black students by an average of 4 doctorates per year until 2012-2013. We were able to surpass this goal, as the number of doctorates increased from 2 in 06/07 to 8 in 07/08. For Hispanic students, this would translate to a goal of an increase in 8 doctorates a year until 2012-2013. We came close to achieving this goal, as Hispanic graduates increased by 7 students between 06/07 and 07/08. These data indicate that we are achieving some success with our current strategies to achieve racial equity. However, we have decided to revise our goals to include a 20% increase in doctorates awarded to Black and a 20% increase in doctorates awarded to Hispanic residents within four years.

In regards to gender, Tables 6 and 7 indicate that the overall number of female graduates has increased in master's programs (from 55.2 in 02/03 to 58.7% in 07/08) but decreased in doctoral programs (from 58.3 in 02/03 to 45.9 in 07/08). The reduction in female doctoral graduates can likely be attributed to the rapid growth of our programs in engineering and the other STEM fields that tend to attract fewer female students. This is consistent with the fact that the decrease in doctoral degrees conferred to females is less pronounced if we look only at the degrees conferred to US residents. In 02/03, 59.3% of master's degrees conferred to US residents were conferred to women, compared to 62.3% in 07/08. There is only a modest decrease in female doctoral graduates; in 02/03 females made up 59.3% of doctoral graduates, compared to 56.3 in 07/08. However, females continue to receive the majority of doctoral degrees conferred to US residents at FIU and are not underrepresented.

FIU has only a recent history of awarding professional degrees. In 06/07 and 07/08, the only professional degree awarded at FIU is the Jurisprudence Doctorate and no professional degrees were awarded in 02/03. Between 06/07 and 07/08, the professional degrees awarded to Black residents held relatively constant at around 8% (8.1% in 06/07 and 8.9% in 07/08). On the other hand, professional degrees conferred to Hispanic students decreased from 46.5% to 35.6% between 06/07 and 07/08.

Targeted Goals

In 07/08, 11% of FIU doctoral degrees awarded to US residents were awarded to Blacks. This compares to national data for 2007 of 7% of earned doctorates

awarded to Black students (Survey of Earned Doctorates). We propose a goal of a 20% increase in doctorates awarded to Blacks by 2011/2012, which would bring us up to 13.2%. In 2007, 33.8% of doctoral degrees awarded to US residents were awarded to Hispanics. Our goal is to achieve a 20% increase in doctorates awarded to Hispanics by 2011/2012, which would bring us up to 40.6%.

Strategies for Improvement

During AY 2008-2009, the UGS funded several initiatives aimed at retaining minority graduate students and graduate students, in general. The Graduate Minority Opportunities Program (GMOP) and Willie Williams Endowment Award, in particular, assisted in the retention of Black and Hispanic students. The Graduate Minority Opportunity Program (GMOP) paired historically underrepresented students with minority faculty and representatives from the University Graduate School in providing retention-focused workshops (library research skills, the graduate experience) and networking opportunities. The Williams Award provided a cash award to students who best represented, through scholastic and community endeavors, a commitment to strengthening cultural diversity in higher education. Also, through a partnership with FIU's newly formed Center for Excellence in Writing, graduate students were able to receive assistance with graduate-level writing via workshops and one-on-one tutoring. The UGS also worked with the Office of Research Integrity to offer Responsible Conduct of Research workshops. In addition, the Graduate Advisory Board (GAB) was formed to voice concerns and ideas and to provide feedback about the graduate community to its major stakeholders (UGS, SGA, GSA, etc.).

The University Graduate School would like to increase its level of support to Black, Hispanic and female students by mirroring the GMOP and McKnight models for supporting graduate scholars. Both the GMOP and McKnight programs provide support to McKnight students via workshops, webinars and a student community that goes beyond the classroom. Over the 2009-2010 AY, the UGS will continue its retention efforts to increase outreach and support services to Black, Hispanic and female students.

- B. 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 the respective institution.

Examples of definitions to identify disproportion include "the 80% rule," standard deviations, or other appropriate measures. A university might identify an "area for improvement" as "retention of [specific protected class] at a rate equal to least 80% of the highest retention rate."

Another example of goals set for improvement might be "increase by 0.2% per year" or "admission of protected class students at a rate exceeding representation in the

national pool of Bachelor's degree recipients from doctoral-granting universities in the prior data year."

- C. Using its own definition, each university shall identify areas for improvement for each chart that is pertinent in **TAB 3**. This narrative section shall include goals established and the programs and timeline to achieve the goals.
- 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.

PART IV. Student Services

A. 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. Those services include:

1. Guidance and Counseling (in higher education: “academic advising”⁸)

Undergraduate Academic Advising Services **(University Wide and Undergraduate Studies Academic Advising Center)**

*Data gathered for **Spring 2009** enrolled students. Advising Services are available to all undergraduate students, therefore statistics presented below are based on Spring 2009 enrolled students.*

Gender Demographics

Degree Seeking Undergraduate Students

College	F	M	Grand Total
Architecture and The Arts	362	255	617
Undergraduate Academic Advising	4222	4245	8467
Arts and Sciences	3692	2096	5788
Business	2617	2384	5001
Education	1045	295	1340
Engineering	458	1698	2156
Hospitality and Tourism Management	712	332	1044
Journalism and Mass Communication	817	245	1062
Nursing and Health Sciences	886	306	1192
Public Health	380	76	456
Social Work, Justice and Public Affairs	650	423	1073
Grand Total	15841	12355	28196
Percent of Total (All Colleges)	56%	44%	100%

⁸ 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.

*Documented Visits to University Park and Biscayne Bay Campus
Undergraduate Studies Academic Advising Center
(During Summer 2008 - Spring 2009)*

Undergraduate Academic Advising Center	Female	Male	Total
Grand Total	3958	3575	7533
Percent of Total	53%	47%	100%

Ethnicity Demographics

Degree Seeking Undergraduate Students

College	Am. Indian	Asian	Black	Hispanic	Not Reported	White	Grand Total
Architecture and The Arts	2	24	41	419	9	121	616
Undergraduate Academic Advising	13	369	911	5908	59	1206	8466
Arts and Sciences	9	217	799	3690	32	1037	5784
Business	9	194	585	3397	35	781	5001
Education	3	31	197	862	6	241	1340
Engineering	2	95	276	1434	29	318	2154
Hospitality and Tourism Management	4	92	119	336	302	191	1044
Journalism and Mass Communication	1	17	125	739	9	171	1062
Nursing and Health Sciences	6	71	226	742	2	142	1189
Public Health	1	16	131	231	1	76	456
Social Work, Justice and Public Affairs	4	18	288	638	5	120	1073
Grand Total	54	1144	3698	18396	489	4404	28185
Percent of Total (All Colleges)	0%	4%	13%	65%	2%	16%	100%

*Documented Visits to University Park and Biscayne Bay Campus
Undergraduate Studies Academic Advising Center
(During Summer 2008 - Spring 2009)*

Undergraduate Academic Advising Center	Am. Indian	Asian	Black	Hispanic	Not Reported	White	Total
Grand Total	10	324	883	5168	51	1095	7531
Percent of Total	0%	4%	12%	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 65% Hispanic undergraduate enrollment and 13% Black undergraduate enrollment in Spring 2009, percentages that are typical for the institution on a given academic year.

2. Admission to Academic Program ⁹

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, fraternities, etc.). There are several civic, social, religious and educational groups, which serve minority populations and are informed of our offerings through mailing and personal

⁹ The universities shall define the "Academic Program" as admission to undergraduate status and admission to graduate status.

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 variety of reasons. We engage these students by presenting workshops, seminars and campus tours throughout the academic year.
- Outstanding minority recruitment initiatives are used to promote university wide scholarship opportunities to attract and enroll minority students. These opportunities include but are not limited to the Office of Admissions Academic Awards, Venture Scholars, Golden Drum, MAPS Scholars Award and the Invitational Scholars Award.
- In Fall 2006, FIU 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. To date, over 2,100 high school applicants have enrolled in the Dual Degree Program; over 100 candidates have completed their AA degree and transitioned to the university; another 350 candidates are expected to transition to the university by Fall 2009.

The new director of admissions, appointed in January 2009, is committed to establishing new partnerships within the university to maximize the university's investment in pre-college programs, e.g., Upward Bound, Golden Drum and MPAS. The new director will endeavor to build effective communications with colleagues, strengthening the admissions offices' liaisons role, enhancing involvement in on-campus events, and establishing a database to track and monitor high school students' progression between involvement in the university's pre-college programs, participation in an on-campus admissions tour, completion of an application for admissions and enrollment as a new FTIC student. These data will be analyzed and shared with colleagues for information and program improvement purposes. These departments have long histories (30 plus years) of serving first-generation and low-income students; the Office of Admissions---through these new partnerships---intends to build on this experience for the sake of advancing diversity and promoting student access.

3. Health Services

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

Medical Clinics & Wellness Center consultations

2007-2008 – Appointments - Office encounters

(Includes all clinic appointments and wellness center consultations):

Location	Male	Female	Total	% Male	% Female
University Park	5,647	14,753	20,400	27.7%	72.3%
Biscayne Bay	1,753	4,350	6,103	28.7%	71.3%
Both campuses -- Overall total	7,400	19,103	26,503	27.9%	72.1%

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	58	00.3%
Asian	1,978	09.7%
Black	5,508	27.0%
Hispanic	3,135	15.4%
White	6,876	33.7%
Not reported	804	03.9%
Other	2,041	10%
Total	20,400	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) ¹⁰

Club and Intramural Athletics
Demographic Data- 2007-2008

Intramural Sport Participants

Female	828
Male	2,484
TOTAL	3,512

Intramural Sports Participations

Female	3,048
Male	9,697
TOTAL	12,745

Sport Clubs (14 clubs)

Female	45
Male	165
TOTAL	210

Analysis: The 4.1 male to female IM Sports participation ratio continued this year and is lower than the national average (approx.3:1 as shown in various National Intramural Recreation Sports {NIRSA} studies). As with last year, it is in line with what is occurring on other urban, commuter campuses. Rural, residential campuses continue to have the most positive 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) participates in IM Sports. National trends still show more women participating in fitness-related activities (aerobics classes, exercise workouts, etc.) than IM Sports activities. Our Recreation Center usage figures still consistently show a 2:1 male to female ratio, reflecting the national trend. National figures for sport club membership and gender breakdown are still not compiled by NIRSA, but more men's clubs than women's still exist based primarily on greater sports interest, opportunities, and support at younger ages.

¹⁰ 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.

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
2006: National Avg*	76	27	37	34	44	\$3,365	\$2,848	\$3,759	\$4,433
2007: FIU Avg**	86	32	73	19	21	\$3,708	\$2,818	\$1,944	\$4,721
FIU/National Avg	1.14	1.2	1.99	0.56	n/a	1.11	0.93	0.48	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 2007, Student Financial Aid component.

**Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2009 (most recent institutional data submission to NCES)

The most recent national data for 2006 shows that 76% of the full-time, first-time degree-seeking undergraduates received aid; the most recent FIU data for 2007 shows 86% 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 (114%), students receiving federal grants (120%) and students receiving state grants (199%). 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 university expects to dedicate 30% of its undergraduate differential tuition revenues in the coming year to fund need-based financial aid for new and continuing need-based undergraduate students; overtime these additional funds will increase the number of new FTIC students receiving institutional aid in the near future.

6. Housing

**University Housing
Demographic Data
2007-2008**

	Fall 2007	Percent %	Fall 2008	Percent %
Occupancy Count	2799	100%	2759	100%
Gender				
Females	1603	57.28	1555	56.36
Males	1192	42.72	1204	43.64
Ethnicity				
White	713	25.49	730	26.46
Black	793	28.34	748	27.11
Hispanic	830	29.64	782	28.34
Asian	135	4.82	140	5.07
Native American	8	0.30	7	0.25
Other	320	11.41	332	12.03
Not Reported			20	0.72

Analysis: Housing utilization by gender reflects slightly higher number of females, with 56.36% female and 43.64% male, than University population as a whole. The ethnic breakdown of White, Black and Hispanic housing residents is 26.46% White, 27.11% Black and 28.34% Hispanic.

B. Each university shall design and conduct a review of the Student Service areas listed in 1-6 above. The review shall take the form of a self-assessment and may follow models established under other laws, guidelines, or requirements. Such models may include appropriate reviews performed as part of a Title IX update, annual reporting process, or institutional effectiveness assessment.

The report of this procedural review shall, at a minimum, include the website address(es) used, titles of documents used, and statement of results of the area reviews. Copies of documents are to be maintained by each university.

A. PROGRAM OVERALL EFFECTIVENESS

The information and charts referenced throughout this report demonstrate that FIU falls within the 80% corridor on the majority of indicators for the under-represented student groups. 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. This new degree audit system is scheduled for implementation during 2009/10.

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 commencement.

PART V. 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 respective charts or tables. See **TAB 4**, Chart 1 as an example. 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

Table 4: Gender Equity in Athletics
Reference: II.A., Florida Equity Reports Guidelines

Element	Assessment	Area for improvement?
1. Sports offerings	Interest survey completed 8/1/2007. Another to be completed August 2009.	No
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Out of compliance	Yes
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Track and Field 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. You may provide the information requested by using **TAB 4**, 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 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.

Areas for improvement	Program for improvement	Timetable
Participation Rates	Female Participation Rates	Ongoing
Currently working on securing estimates to build a track around the soccer field	Track and Field Program	Ongoing

C. 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

D. 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.

Compliance Review: 2008-2009 Athletic Participation by Sport

COMPONENT 1	NUMBER OF PARTICIPANTS*					
Varsity Teams	# Males 2007-08 2008-09		# Females 2007-08 2008-09		Total 2007-08 2008-09	
Baseball	35	31	0	0	35	31
Basketball	12	11	14	13	26	24
Golf	0	0	6	7	6	7
Softball	0	0	20	20	20	20
Swimming	0	0	16	21	16	21
Tennis	0	0	7	8	7	8
Track/Field & Cross Country	26	25	30	26	56	51
Volleyball	0	0	12	12	12	12
Soccer	25	23	19	23	44	46
Football	97	91	0	0	97	91
Total Participants	195	181	124	130	319	311

**2008-09 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
2007-2008	HEADCOUNT	28,068	21,434	128	49,630
	PERCENT OF TOTAL	56.6%	43.2%	0.3%	100.0%
2008-2009	HEADCOUNT	27,330	20,765	79	48,174
	PERCENT OF TOTAL	56.7%	43.1%	0.2%	100.0%

Source: Student Data Course File 2008-2009

Figures include Spring 2009 preliminary data.

According to the following table, in Fall 2008, females were **56.7%** of students enrolled full-time at the university compared to **41.8%** 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.

Female Enrollment Rates Compared to Participation Rates 07-08 and 08-09 by Gender

Women Athletes	2007-2008	2008-2009
Enrollment	56.6%	56.7%
Participation	38.9%	41.8%
Gap Variance	17.7%	14.9%

The Department of Intercollegiate Athletics at Florida International University is committed to ensuring Title IX compliance. Results from an interest survey conducted by the University's Department of Institutional Research in August 2007 indicated that the sports offerings are meeting the interests and abilities of our demographic and confirmed that the University is in compliance with the Florida Educational Equity Act (FEEA). The survey will be conducted again in August 2009 at which point the department will evaluate if our current sports offerings are still meeting the interests and abilities of our demographic.

The Department has continued to make tremendous efforts to address the disparity in participation rates of males versus females. Our efforts over the past few years include the expansion of participation opportunities for females through the establishment of new women's sports programs and an increase in the number of fully funded scholarships offered for women's sports programs. Despite such efforts however, the

department has continued to have lower participation rates of females as compared to males.

In an effort to further address the disparity in participation rates however, new strategies have been implemented and have been successful in narrowing the gap— despite scholarship penalties resulting from the internal investigation of the NCAA eligibility and financial aid violations which prevented women's soccer, swimming, volleyball, and golf to achieve their participation goals. Such strategies include: enforcing roster caps to limit the squad size for the men's sports teams, encouraging additional walk-ons for women's sports teams, and hiring top-level head coaches for women's sports to attract more female student-athletes.

Last year, the Department reiterated its number goals to the coaching staff and challenged them to find innovative ways of closing the gap in participation numbers between men's and women's sports teams. Our participation numbers in women's sports increased by 2.9% from 2007-2008 to 2008-2009. Due to the tremendous efforts of the coaching staff and Department of Intercollegiate Athletics Administration, the participation numbers in men's sports also reduced by the same 2.9% percentage in the same year; an amazing achievement for the department.

While the Department was able to address the lack of adequate competition facilities for the Women's Swimming and Diving Program by completing construction of the pool at the BBC campus, 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 track was removed as a result of the newly constructed football stadium. The Department is exploring the feasibility of changing the orientation of the current soccer field to accommodate a track. Quotes for cost estimate are projected to be secured by August 2009.

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 VI. Employment

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 – 4 of **TAB 5**. Each university shall report race and gender representation within:

1. Category Representation: Tenured faculty

PART VI: Employment Representation									
Chart 1. Category Representation – Tenured Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	8	25	0	62	66	275	0	127	436
Number, Fall 2007	6	28	0	58	68	301	0	137	461
Percentage Change From Fall 2007 to 2008	33.3%	-10.7%	N/A	6.9%	-2.9%	-8.6%	N/A	-7.3%	-5.4%
Number, Fall 2003	0	27	1	47	60	306	0	122	441
Percentage Change From Fall 2003 to 2008	N/A	-7.4%	-100.0%	31.9%	10.0%	-10.1%	N/A	4.1%	-1.1%
Area for improvement, compared with national standards? (Check if yes)									
<i>Source: IPEDS Fall Staff 2008, 2007 and 2003</i>									

Analysis of the employment representation for tenured faculty demonstrates a total increase of 13% in the employment of ethnic/racial protected classes, and an increase in females of 4.1%. While the representation of Blacks in this category decreased by an N=2 as compared to Fall 2003, while total faculty for the university decreased by an N=5. For Blacks, this is a slightly greater loss, but we do believe this is a statistically significant decrease at this time. This will continue to be monitored closely.

2. Category Representation: Tenure-track faculty

Chart 2. Category Representation – Tenure-Track Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	56	18	1	23	25	87	0	84	210
Number, Fall 2007	42	23	1	27	19	83	0	72	195
Percentage Change From Fall 2007 to 2008	33.3%	-21.7%	0.0%	-14.8%	31.6%	4.8%	N/A	16.7%	7.7%
Number, Fall 2003	0	11	1	33	20	100	0	65	165
Percentage Change From Fall 2003 to 2008	N/A	63.6%	0.0%	-30.3%	25.0%	-13.0%	N/A	29.2%	27.3%
Area for improvement, compared with national standards? (Check if yes)									
<i>Source: IPEDS Fall Staff 2008, 2007 and 2003</i>									

Analysis of the employment representation for tenure-track faculty demonstrates a significant increase for both Blacks and Hispanics in this category; increases of 63.6% and 25.5% respectively when Fall 2003 is compared with Fall 2008. This analysis also indicated a significant decrease in Asian/Pacific-Islander (A/PI) of a little over 30%. While it would be concerning to us as a stand-alone data point, we do note that this classification (A/PI) demonstrated a 30% increase in the tenured faculty representation, which is highly significant.

3. Category Representation: Faculty not on tenure track or faculty employed at a non-tenure-granting university

Chart 3. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	8	13	0	8	32	110	0	90	171
Number, Fall 2007	7	12	0	12	32	109	0	87	172
Percentage Change From Fall 2007 to 2008	14.3%	8.3%	N/A	-33.3%	0.0%	0.9%	N/A	3.4%	-0.6%
Number, Fall 2003	0	9	0	10	24	85	0	58	128
Percentage Change From Fall 2003 to 2008	N/A	44.4%	N/A	-20.0%	33.3%	29.4%	N/A	55.2%	33.6%
Area for improvement, compared with national standards? (Check if yes)									
<i>Source: IPEDS Fall Staff 2008, 2007 and 2003</i>									

Analysis of the employment representation for this category demonstrates a 23% increase in ethnic/racial protected classes from Fall 2003 to Fall 2008. Females in this category also fared significantly well with an increase of 55%. Overall the institution did quite well demonstrating increases in all categories with the exception of A/PI where the difference was N=2.

4. Category Representation: Executive/Administrative/Managerial employees

Chart 4. Category Representation – Executive/Administrative/Managerial									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	13	56	1	24	224	253	0	327	571
Number, Fall 2007	11	53	1	19	196	237		283	517
Percentage Change From Fall 2007 to 2008	18.2%	5.7%	0.0%	26.3%	14.3%	6.8%	N/A	15.5%	10.4%
Number, Fall 2003	0	53	0	16	124	244	0	212	437
Percentage Change From Fall 2003 to 2008	N/A	5.7%	N/A	50.0%	80.6%	3.7%	N/A	54.2%	30.7%
Area for improvement, compared with national standards? (Check if yes)									
Source: IPEDS Fall Staff 2008, 2007 and 2003									

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

Analysis of the employment representation for this category demonstrates no decreases at all in any of the ethnic/racial protected classes. Overall, growth in ethnic/racial protected classes is 58%. Females also represented quite well with an overall growth of 54% across the five-year span of Fall 2003 to Fall 2008.

PART VII. Protected-Class Representation in the Tenure Process.

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

Of the total 16 faculty eligible for tenure review, half were female. Of females, 13% were Asian, 13% were Black and all females were successful in obtaining tenure. Of males, 38% were Asian, 13% were Black and all males were successful in obtaining tenure.

PART VIII. Promotion and Tenure Committee Composition

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. The Budgetary Incentive Plan is designed to accomplish Employment Equity goals. 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.

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 continued to set aside funding to support faculty position for minority hires. As units identify qualified individuals, Academic Affairs will provide funding to support these hires outside of the Faculty Funding model, a distribution model for new faculty lines.

Departments have used existing resources more effectively in targeted advertising and have used web-based recruitment tools and on-line job announcements, specifically with minority publications. These initiatives have increased the growth in minority faculty over the past 5 years.

Academic Affairs also continues to support the leadership program for minority and female participants selected for the FIU Educational Enhancement Leadership Program each year. Although the University has experienced significant budget reductions over the past 2 years, we have maintained support for these initiatives. Anticipated allocations, compared to last year's allocations:

Estimated Expenditures	2008-2009 Projected	2008-2009 Actual	2009-2010 Projected
Window of Opportunity Lines	\$1,328,800	\$1,253,376	\$1,278,000
Faculty Advertising (est.)	\$ 5,000	\$5,000	\$5,000
Enhancement Leadership Grant	\$ 10,000	\$10,000	\$10,000

- 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.

University and President goals are established each fiscal year and are approved by the Board of Trustees. After the fiscal year has ended, the results are summarized and presented to the Board of Trustees for approval during the Fall

Board meeting. The goal established for fiscal year 2008-2009 pertaining to the Florida Equity Report is as follows:

Increase the diversity of the University environment, both in ideas and in enrollment and employment equity as reflected in the Florida Educational Equity Act Report. The President has not undergone an evaluation for results stemming from fiscal year 2008-2009 goals as this customarily occurs at the Fall Board meeting.

GOAL

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

1. Florida Accountability Program (EAP): F.S. 1000.05

Table B: 2007-2008 Equity Goals for 2008-2009 Equity Report

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

RESULTS

According to Table C, 3 of the 5 targeted goals were achieved; 4 Females and 2 Hispanics were hired or promoted. Hiring goals for job groups 3 and 33 were not met. Nonetheless, there were hires in these two groups; both were Hispanic.

Table C: 2007-2008 Goals Outcome for 2008-2009 Equity Report

Job Group #	Discipline	Rank	Race	Gender	Results
2	Faculty Admin	No Rank		1Female	1
22	Faculty –Health	02		1Female	1
31	Faculty – Science/Math	03	2 Hispanic	2 Female	2
Total			2	4	4

Additionally, according to Table D, a total of 53 females and 60 minorities were hired or promoted, into positions covered by the Equity Accountability Plan far exceeding the projected goal.

Table D: Overall Hires/Promotions of Females and Minorities in Equity Accountability Plan Covered Positions According to the 2008-2009 Affirmative Action Plan

Job Groups	Group Name	New Hires		Promotion	
		Female	Minorities	Females	Minorities
1	Faculty Admin	1			
2	Faculty Admin	4	2		
3	Faculty Admin		1		
4	Faculty Admin				1
18	Business Mgmt & Law Non-Tenure Track	4	3	1	
19	Business Mgmt & Law Tenure Track	3	3		
21	Nursing & Health Sciences Non-Tenure Track	9	12		
22	Nursing & Health Sciences – Tenure Track	1			
23	Nursing & Health Sciences – Tenured	1	1		
24	Engineering / Computer Technology Non-Tenure Track	2	8		
25	Engineering / Computer Technology Tenure Track	1	5		
26	Engineering / Computer Technology Tenured				1
29	Communications/Lang. Tenured			1	1
30	Science/Math Non-Tenure Track	4	3		1
31	Science/Math Tenure Track	2	4		
32	Science/Math Tenured			1	2
33	Social Sciences Non-Tenure Track		1		
34	Social Sciences Tenure Track	1	3		
35	Social Sciences Tenured	1	1	1	

36	Education Non-Tenure Track	3	1		
37	Education Tenure Track	2	2		
38	Education Tenured			2	
39	Architecture & The Arts Non-Tenure Track	2	2		
40	Architecture & The Arts Tenure Track	2			
41	Architecture & The Arts Tenured	1			
42B	Faculty/Admin	2	2		
43B	Faculty/Admin	1			
Total		47	54	6	6

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 2009-2010 based on the 2008-2009 Affirmative Action Plan.

Table E: 2009-2010 Goals

Job Group #	Discipline	Rank	Race	Gender	Goal
20	Business Management & Law – Tenured Faculty	03		Female	1
23	Health/Urban Affairs – Tenured Faculty	06	Minority		1
31	Science & Mathematics – Tenure-Earning Faculty	03		Female	1
33	Social Sciences – Non-Tenure-Earning Faculty	04		Female	1
34	Social Sciences – Tenure-Earning Faculty	03	Minority	Female	2
40	Performing & Visual Arts – Tenure-Earning Faculty	03		Female	1
Total			2	5	7

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. 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 Florida International University 2008-2009

PART VII: Protected-class Representation in the Tenure Process, 2007-2008

Sex, Race/Ethnicity	*Eligible	Applied	Withdrawn	Denied	Deferred	Nominated
MALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	5	5				5
Black, Not Hispanic	2	2	1			1
Hispanic	1	1				1
White, not Hispanic	9	9		1		8
Other, Not Reported						
Total Male (include Other, Not Reported)	17	17	1	1	0	15
FEMALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	1	1				1
Black, not Hispanic	1	1				1
Hispanic	1	1		1		
White, not Hispanic						
Other, Not Reported						
Total Female (Number and Percent) (include Other, Not Reported)	3	3	0	1	0	2
GRAND TOTAL	20	20	1	2	0	17

*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.

2008 - 2009 Florida Equity Reports

COLLEGE OF ARTS & SCIENCES

PART VIII: Tenure Committee Composition, 2007-2008 AY

Type of Committees	American Indian 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
College Committee	E	0	0	1	0	1	0	0	1	3	1	5	2
	S	0	0	23	4	6	3	27	10	130	53	186	70
Biology Dept.	E	0	0	2	2	0	1	3	1	15	6	20	10
	S	0	0	2	2	0	1	3	1	15	6	20	10
Chemistry Dept.	E	0	0	0	0	0	0	4	0	20	2	24	2
	S	0	0	0	0	0	0	4	0	20	2	24	2
Earth Sciences Dept.	E	0	0	1	0	1	0	0	0	7	2	9	2
	S	0	0	1	0	1	0	0	0	7	2	9	2
English Dept.	E	0	0	0	1	0	1	0	1	13	9	13	12
	S	0	0	0	1	0	1	0	1	13	9	13	12
Environmental Studies	E			2		1				5		8	0
Dept.	S			2		1				5		8	0
History Dept.	E	0	0	0	0	1	0	1	1	7	6	9	7
	S	0	0	0	0	1	0	1	1	7	6	9	7
Mathematics Dept.	E	0	0	0	0	3	0	2	0	15	1	20	1
	S	0	0	0	0	3	0	2	0	15	1	20	1

Exhibit "B"

Physics Dept.	E												
	S												
Political Science Dept.	E	0	0	0	0	0	0	2	0	7	2	9	2
	S	0	0	0	0	0	0	2	0	6	2	8	2
NOTE: E=number of faculty eligible to serve on tenure review committee. S=number of faculty who served on tenure review committee.													

2008 - 2009 Florida Equity Reports
FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF ARTS & SCIENCES
PART VIII: Promotion Committee Composition, AY 2007-2008

		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Type of Committees		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
College Committee	E	0	0	1	0	1	0	0	1	3	1	5	2
	S	0	0	23	4	6	3	27	10	130	53	186	70
Biology Dept.	E	0	0	0	1	0	0	1	0	12	4	13	5
	S	0	0	0	1	0	0	1	0	12	4	13	5
Chemistry Dept.	E	0	0	0	0	0	0	1	0	7	0	8	0
	S	0	0	0	0	0	0	1	0	7	0	8	0
Earth Sciences Dept.	E												
	S												
English Dept.	E												
	S												
Environmental Studies	E	0	0	0	0	0	0	0	0	3	0	3	0
Dept.	S	0	0	0	0	0	0	0	0	3	0	3	0
History Dept.	E												
	S												
Mathematics Dept.	E	0	0	3	0	1	0	1	0	0	0	5	0
	S	0	0	3	0	1	0	1	0	0	0	5	0
Physics Dept.	E	0	0	1	0	0	0	0	0	8	0	9	0
	S	0	0	1	0	0	0	0	0	8	0	9	0
Political Science Dept.	E												
	S												
NOTE: E=number of faculty eligible to serve on tenure review committee. S=number of faculty who served on tenure review committee.													

2008 - 2009 Florida Equity Reports
FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF ARCHITECTURE & THE ARTS
PART VIII: Tenure Committee Composition, 2007-2008 AY

Type of Committee		Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported	
		M	F	M	F	M	F	M	F	M	F	M	F
College Committee	E	0	0	0	0	2	0	9	3	20	13	31	16
	S	0	0	0	0	0	0	1	0	2	2	3	2
Architecture Dept.	E	0	0	0	0	1	0	3	2	2	2	6	4
	S	0	0	0	0	0	0	3	1	2	2	5	3
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												

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

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 COLLEGE OF ARCHITECTURE & THE ARTS
 PART VIII: Promotion Committee Composition, AY 2007-2008

Type of Committee		Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported	
		M	F	M	F	M	F	M	F	M	F	M	F
College Committee	E	0	0	0	0	2	0	9	3	20	13	31	16
	S	0	0	0	0	0	0	1	0	2	2	3	2
School of Architecture	E	0	0	0	0	1	0	3	2	2	2	6	4
	S	0	0	0	0	0	0	3	1	2	2	5	3
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												

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

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 COLLEGE OF BUSINESS ADMINISTRATION
 PART VIII: Tenure Committee Composition, 2007-2008 AY

Type of Committees		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
College Committee	E			14	1			2	2	26	9	42	12
	S			2	0			0	0	1	2	4	2
School of Accting.	E			3						2	2	5	2
	S			2						1	1	4	1
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												

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

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 COLLEGE OF BUSINESS ADMINISTRATION
 PART VIII: Promotion Committee Composition, AY 2007-2008

Type of Committees		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
College Committee	E												
NO PROMOTIONS	S												
IN THE COLLEGE OF													
BUSINESS ADMIN.	E												
FOR 2007-2008 AY	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
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	S												
	E												
	S												
	E												
	S												

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

2008 - 2009 Florida Equity Reports
FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF EDUCATION
PART VIII: Tenure Committee Composition, 2007-2008 AY

Committees		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
College Committee	E			2		3	3	1	2	9	15	15	20
for Educ. Psych. Studies	S			1			1		1	1	2	2	4
Dept. of Educ. Psych.	E					1	1		1	2	2	3	4
Studies	S					1	1		1	2	2	3	4
College Committee	E			1		3	3	2	2	8	16	14	21
for Curriculum &	S						1		1	1	2	1	4
Instruction													
Dept. of Curriculum	E			2		1	1	1		8	3	12	4
& Instruction	S			2		1	1	1		5	1	9	2
	E												
	S												
	E												
	S												
	E												
	S												
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NOTE: E=number of faculty eligible to serve on tenure review committee.
S=number of faculty who served on tenure review committee.

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 COLLEGE OF EDUCATION
 PART VIII: Promotion Committee Composition, AY 2007-2008

Type of Committees		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
College Committee	E			2		3	3	1	2	9	15	15	20
Educ. Psych. Studies	S			1			1		1	1	2	2	4
Dept. of Educ. Psych. Studies	E					1	1		1	2	2	3	4
	S					1	1		1	2	2	3	4
College Committee for Curriculum & Instruction	E			1		3	3	2	2	8	16	14	21
	S						1		1	1	2	1	4
Dept. of Curriculum & Instruction	E			2		1	1	1		8	3	12	4
	S			2		1	1	1		5	1	9	2
College Committee to full professor	E					2	1		1	2	2	4	4
	S						1		1		1	0	3
Curriculum & Instruction	E	1				1					1	2	1
Dept. to full professor	S	1				1					1	2	1
	E												
	S												
	E												
	S												
	E												
	S												

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

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

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 COLLEGE OF ENGINEERING & COMPUTING
 PART VIII: Tenure Committee Composition, 2007-2008 AY

		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Committees:		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
College Committee	E	0	0	17	1	2	0	6	1	29	2	54	4
	S	0	0	1	0	0	0	1	0	5	0	7	0
Biomedical Engineering	E							1		2		3	
Dept.	S							1		2		3	
	E												
	S												
	E												
	S												
	E												
	S												
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	S												

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

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 COLLEGE OF ENGINEERING & COMPUTING
 PART VIII: Promotion Committee Composition, 2007-2008 AY

		American Indian or		Asian or		Black, not				White, not			
		Alaskan Native		Pacific Islander		Hispanic		Hispanic		Hispanic		Total	
Committees:		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
College Committee	E	0	0	17	1	2	0	6	1	29	2	54	4
	S	0	0	1	0	0	0	1	0	5	0	7	0
Biomedical Engineering	E							1		2		3	
Dept.	S							1		2		3	
Civil & Environmental	E			2	1			2				4	1
Engineering Dept.	S			1	1			2				3	1
Mechanical & Materials	E	0	0	4	0	1	0			9	0	14	0
Engineering Dept.	S	0	0	3	0	1	0			8	0	12	0
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
NOTE: E=number of faculty eligible to serve on tenure review committee.													
S=number of faculty who served on tenure review committee.													

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 COLLEGE OF LAW
 PART VIII: Tenure Committee Composition, 2007-2008 AY

Committees:		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
College Committee	E					2		2	1	4	1	8	2
(for Tenure candidates)	S					2		2	1	4	1	8	2
	E												
	S												
	E												
	S												
	E												
	S												
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NOTE: E=number of faculty eligible to serve on tenure review committee.
 S=number of faculty who served on tenure review committee.

2008 - 2009 Florida Equity Reports
FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF LAW

PART VIII: Promotion Committee Composition, 2007-2008 AY

		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Committees:		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
College Committee	E							2	1	3	1	6	1
(for Prof. candidate)	S							2	1	3	1	6	1
College Committee	E					2		2	1	4	1	8	2
(for Assoc. Prof. candidates)	S					2		2	1	4	1	8	2
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												

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

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 ROBERT STEMPER SCHOOL OF PUBLIC HEALTH
 PART VIII: Tenure Committee Composition, 2007-2008 AY

Committees:		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
School Committee	E		1							4	3	4	4
	S									2	2	2	2
Health, Promotion	E		1							1		1	1
Disease Prev. Dept.	S									2	1	2	1
Epidemiology & Bio-	E											0	0
statistics Dept.	S				1						2	0	3
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												

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

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 ROBERT STEMPEL SCHOOL OF PUBLIC HEALTH
 PART VIII: Promotion Committee Composition, 2007-2008 AY

		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Committees:		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
School	E		1							4	3	4	4
	S									2	2	2	2
Epidemiology & Bio- statistics Dept.	E											0	0
	S				1						2	0	3
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
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	S												
	E												
	S												

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

2008 - 2009 Florida Equity Reports
 FLORIDA INTERNATIONAL UNIVERSITY
 SCHOOL OF SOCIAL WORK, JUSTICE & PUBLIC AFFAIRS
 PART VIII: Tenure Committee Composition, 2007-2008 AY

		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Committees:		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
College Committee:													
No eligible Tenure													
Candidates for	E												
the School of Social	S												
Work, Justice &													
Public Affairs	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												

*Only one promotion application considered, from associate professor to professor

**On sabbatical; did not participate

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

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

2008 - 2009 Florida Equity Reports
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK, JUSTICE & PUBLIC AFFAIRS
PART VIII: Promotion Committee Composition, 2007-2008 AY

		American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Committees:		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
College Committee:	E												
	S												
Social Work	E							1**		2	1	2	1
Department:*	S							0		2	1	2	1
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
	E												
	S												
*Only one promotion application considered, from associate professor to professor **On sabbatical; did not participate NOTE: E=number of faculty eligible to serve on tenure review committee. S=number of faculty who served on tenure review committee.													

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Compensation Workgroup**

9 June 2009

SUBJECT: UNIVERSITY PRESIDENT-DESIGNATE EMPLOYMENT AGREEMENT

PROPOSED WORKGROUP ACTION:

Recommend Board Adoption of the Following Resolution:

WHEREAS, each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president, which may include but is not limited to: compensation and other conditions of employment; and

WHEREAS, the Florida International University Board of Trustees' Presidential Search Committee approved the term sheet of the employment agreement for president of Florida International University on April 13, 2009; and

WHEREAS, the Florida International University Board of Trustees ("the BOT") selected Dr. Mark B. Rosenberg as the fifth President of Florida International University on April 25, 2009 and the selection was ratified by the Florida Board of Governors on May 7, 2009; and

WHEREAS, the BOT wishes to employ the President-Designate for a five year-term based on the term sheet, attached hereto as Exhibit "C"; and

WHEREAS, the BOT engaged the services of top experts in the field of Salary and Benefits for University Executives and the BOT has extensively studied the reports prepared by these top experts;

THEREFORE, BE IT RESOLVED, that the BOT approves the Employment Agreement for President-Designate Mark B. Rosenberg based on the attached term sheet and incorporated by reference herein and authorizes the Chairman of the Board to execute the Agreement on behalf of the BOT.

BACKGROUND INFORMATION:

A: AUTHORITY:

Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties, states in relevant part,

(5) (a) Each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president, which may

include but is not limited to: compensation and other conditions of employment, recruitment and selection, nonreappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure, and permanent status, ethical obligations and conflicts of interest, restrictive covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment. To the extent allowed by law, university employees shall continue to be able to participate in the state group insurance programs and the state retirement systems.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT “C”: Term Sheet (*redlined*) - 2009-2012 Proposed Employment Agreement for President-Designate Mark B. Rosenberg

FACILITATOR/PRESENTER:

- DAVID PARKER, *FIU Board of Trustees Chairman*



TERM SHEET
OF EMPLOYMENT AGREEMENT
FOR PRESIDENT OF
FLORIDA INTERNATIONAL UNIVERSITY

Description	Proposed Terms
Length of Contract	Five (5) Years
Starting Date of Contract	August 3, July 1, 2009
Renewal/Extension	Parties to meet by no later than August 3, June 30, 2013 to discuss the renewal, extension or nonrenewal of the Agreement.
Compensation:	
Annual Base Salary	\$425,000 – \$500,000 <u>\$475,000</u>
Annual Increases	Base salary may be increased within the Board of Trustees' discretion, based on the Board's evaluation of the President's overall performance and the achievement of mutually agreed upon performance goals.
457(f) Plan	University to <u>provide credit</u> a nonqualified (ineligible) deferred compensation plan under Section 457(f) of the Internal Revenue Code with \$50,000 – \$75,000 per year during the Term of this Agreement which will vest at the end of the 5-year contract.
457(b) Plan	President shall be eligible to participate in a nonqualified (eligible) deferred compensation plan under Section 457(b) of the Internal Revenue Code; each year the President may contribute the maximum permitted by federal law (\$16,500 in 2009)
Multi-year Achievement Incentive <u>ELIMINATED AT THE REQUEST OF DR. ROSENBERG FOR POSSIBLE FUTURE REINSTATEMENT AS A TEAM INCENTIVE</u>	President shall be eligible to receive a payment of up to \$75,000 and an additional payment of up to \$100,000 if he/she successfully meets pre-established three and five year achievement goals, respectively. Each lump sum payment, if any, would be made in connection with his/her third and fifth annual evaluation but no later than September 30 following the respective fiscal years. The achievement goals will be jointly established at the start of the contract term by the President and Board of Trustees and may be jointly adjusted as circumstances change. Performance reviews for

	satisfaction of the achievement goals shall be done in connection with the third and fifth annual evaluations.
Standard Benefits:	
Retirement Plan	Participation in any retirement plan provided by the University for other senior administrators. The President will be eligible for participation in a 403(b) retirement plan that provided a contribution in 2008 at 10.42% of base salary, subject to the IRS compensation limits, which would project a \$25,529 annual contribution on behalf of the employee. The state retains the right to modify such benefits program.
Group Medical/Dental/Vision	Benefits as provided for other senior administrators of the University.
Life Insurance	Benefits as provided for other senior administrators of the University.
Long Term Disability Insurance	Benefits as provided for other senior administrators of the University.
Executive Benefits:	
Housing	For the benefit and convenience of the University, President shall reside in housing provided by the University as a term and condition of his/her employment at the University's expense. University shall pay the cost of all insurance, property taxes, utilities, main floor housekeeping and maintenance of the President's residence. University shall provide support to the President in maintaining an office at the residence, including a computer, internet access and fax machine. All personal expenses relating to the President's use of the home including, but not limited to, upstairs private quarter housekeeping, insurance of his/her personal property, cooking of personal meals and laundry service shall be the responsibility of the President.
Automobile	\$10,500 per year automobile allowance.
Other Benefits:	
Vacation	Available pursuant to standard University policy.
Relocation Expenses	Payment of all normal and reasonable expenses associated with moving the President, his/her family and their tangible personal property to the presidential residence in the Miami, Florida area; the President shall obtain estimates from two national moving companies and shall use the company providing the lower estimate unless otherwise approved by the Board Chair.
Business and Travel Expenses	Reimbursement of reasonable University-related business and travel expenses based on annual operating budget and availability of funds pursuant to university and foundation policies. When his/her presence at events is of benefit to the University, the

	University shall also pay for the travel and related expenses of the President's spouse/partner. The expenses of the President and the President's spouse/partner shall be reviewed by the corresponding Chair of the BOT and BOD Finance & Audit Committees or his/her designees who does not directly report to the President.
Tenure	University will continue to provide to consider a tenured appointment as Professor on the faculty for the President; while serving as President, he/she shall receive no additional compensation for the President's tenured faculty appointment. The President's faculty assignment, if any, will be mutually agreed upon by the corresponding Dean, Board of Trustees Chair and the President. Once assuming the faculty assignment, the President's compensation <u>for three years</u> will be equal <u>to the higher of \$245,000 on a twelve month basis* or</u> the average 9-month rate of the three highest paid full-time tenured Professors in the assigned college. <u>After three years the compensation will be equal to the average 9-month rate of the three highest paid full-time tenured Professors in the assigned college.</u>
Sabbatical	After completing the five year contract term and if the President is assuming a role as tenured faculty, the President will be eligible for a one semester sabbatical paid at his <u>then existing Presidential base salary.</u> /her new faculty salary.
Technology Support	The University shall provide the President with appropriate and reasonable technology support such as Blackberry, cell phone and portable computing devices needed to conduct his/her University-related activities.
Evaluation	The Board of Trustees shall conduct an annual evaluation of the President using a process mutually acceptable to the President and the Board of Trustees and based on jointly established goals that reflect progress in achieving the University's strategic plan. The evaluation process selected will be in accordance with applicable Florida laws.
Termination for Cause	The University may terminate the President's employment at any time for Cause upon a majority vote of the Board. "Cause" shall mean conduct by the President determined by the Board to be: (a) gross negligence or willful malfeasance in the performance of his/her duties; (b) actions or omissions that harm the university and are undertaken or omitted knowingly or are criminal or fraudulent or involve material dishonesty or moral turpitude; (c) being indicted in a court of law for any felony or for a crime

	involving misuse or misappropriation of University funds; (d) breach of fiduciary duty to the University; or (e) breach of any material term of his/her Employment Agreement not cured within thirty (30) days from the time the President receives written notice of said breach. Tenure and professorship will be revoked . <u>handled pursuant to the normal policies and procedures applicable to all tenured faculty.</u>
Termination without Cause	University may terminate employment as President without Cause upon a majority vote by the Board; University to provide thirty (30) days notice of termination without Cause; upon termination, the President shall receive his/her then-existing Base Salary and standard University benefits for one year in equal monthly payments subject to his/her execution of a general release in a form acceptable to the University. In the event the President elects to continue employment as a member of the faculty, the severance payments shall be reduced by the base salary received by the President for his/her faculty appointment.
Resignation	President to provide the University <u>one (1) at least</u> three (3) months written notice of resignation from employment as President and whether he/she will elect to continue as a member of the faculty of the University; upon the effective date of his/her resignation, the President shall not be entitled to any further compensation or benefits as President from the effective date of his/her resignation.
Participation on Corporate Boards and Outside Activities	The President to obtain written prior approval from the Compensation Workgroup to serve on any for-profit or nonprofit boards.
Dispute Resolution	The Board and President shall attempt in good faith to resolve any dispute relating to this Agreement. To the extent such efforts are unsuccessful, all disputes regarding the construction, application or enforcement of the Agreement shall be sent to non-binding mediation upon fifteen (15) days prior notice by either party; thereafter, if mediation is unsuccessful, the parties may pursue their rights.

AGREED TO:

Date

Florida International University

Date

President

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