



**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
PERSONNEL COMMITTEE**

Thursday, May 20, 2010
2:00 p.m.

Florida International University
Modesto A. Maidique Campus
College of Business Complex
Special Events Center 232

Committee Membership:

Cesar Alvarez, *Chair*; Michael Adler, *Vice Chair*; S. Lawrence Kahn; Albert Maury

Liaison:

Richard Brilliant, *Foundation Board of Directors*

AGENDA

- | | |
|--|-----------------|
| 1. Call to Order and Chair's Remarks | Cesar Alvarez |
| 2. Approval of Minutes | Cesar Alvarez |
| 3. Action Items | |
| P1. University Equity Reports | Jaffus Hardrick |
| – 2009-10 Enrollment, Gender Equity in Athletics, and Employment | |
| P2. Proposed Amendment to the Employment Agreement for President Mark B. Rosenberg | Kenneth Jessell |
| 4. New Business (<i>If Any</i>) | Cesar Alvarez |
| 5. Concluding Remarks and Adjournment | Cesar Alvarez |

Next Personnel Committee Meeting is scheduled for September 10, 2010

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Personnel Committee**

May 20, 2010

Subject: Approval of Minutes of Meetings held November 17, 2009; and December 9, 2009

Proposed Committee Action:

Approval of Minutes of the Compensation Workgroup meeting held on November 17, 2009, at the Modesto A. Maidique Campus, Graham Center Ballrooms; and Minutes of the meeting held by telephone conference call on Wednesday, December 9, 2009.

Background Information:

Committee members will review and approve the Minutes of the Compensation Workgroup Meeting held on Tuesday, November 17, 2009 at the Modesto A. Maidique Campus, Graham Center Ballrooms; and Minutes of the meeting held by telephone conference call on Wednesday, December 9, 2009.

Supporting Documentation: Compensation Workgroup Meeting Minutes:
November 17, 2009; December 9, 2009

Facilitator/Presenter: Committee Chair Cesar Alvarez

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**COMPENSATION WORKGROUP
MINUTES
TUESDAY, 17 NOVEMBER 2009**

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Compensation Workgroup meeting was called to order by Workgroup Chair Betsy Atkins at 10:10 a.m. on Tuesday, 17 November 2009, in the Modesto A. Maidique Campus, Graham Center Ballrooms, Miami, Florida.

The following attendance was recorded:

Present:

Betsy Atkins, *Chairperson*
Cesar Alvarez
S. Lawrence Kahn

Excused

Albert Maury

Trustees Thomas Breslin and Anthony Rionda were also in attendance.

Workgroup Chair Betsy Atkins welcomed everyone in attendance to the Compensation Workgroup meeting. She also welcomed President Mark B. Rosenberg to the meeting, noting that he would present the 2009-2010 University Goals for Workgroup review.

2. Approval of Minutes

Workgroup Chair Atkins asked if there were any additions or corrections to the minutes of the 9 July 2009, 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 9 July 2009, attached to this Resolution as Exhibit "CW-Minutes," are hereby approved.

3. Items for Workgroup Action and Review

CW1. Personnel Policies

VP for Human Resources Jaffus Hardrick presented the Personnel Policies for Workgroup review, noting that the Human Resources division was proposing Board adoption (1) of a Domestic Violence Leave Policy to administer domestic violence leave per Florida Statute 741.313 and (2) of a

Workplace Violence Policy in order to demonstrate the University's commitment to providing faculty, staff and students an environment that was safe, secure and free from threats, intimidation and violence and (3) of a revised FMLA, Maternity/Paternity, and Medical Leave Policy to include the updated regulations and (4) of a revised Sick Leave Policy to expand the authorized use of sick leave including military leave, maternity/paternity leave and domestic violence leave.

Trustee Cesar Alvarez inquired as to possible training sessions for University staff to assist in identifying cases of domestic violence. VP Hardrick noted that he concurred and that the division of human resources would collaborate on implementing training sessions which would offer University staff the necessary education and preparation required to identify and work with personnel dealing with domestic violence issues.

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

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

WHEREAS, the Division of Human Resources is presenting four policies which include (1) a Domestic Violence Leave Policy; (2) a Workplace Violence Policy; (3) a revised FMLA, Maternity/Paternity, and Medical Leave Policy; (4) a revised Sick Leave Policy; and

WHEREAS, the Division of Human Resources proposes board adoption of the four aforementioned policies;

NOW, THEREFORE, BE IT RESOLVED, that the BOT approves the Domestic Violence Leave Policy attached hereto as Exhibit "B"; the Workplace Violence Policy attached hereto as Exhibit "C"; the amendment to the FMLA, Parental, and Medical Leave Policy attached hereto as Exhibit "D"; and the amendment to the Sick Leave Policy attached hereto as Exhibit "E";

BE IT FURTHER RESOLVED that the four aforementioned policies shall be effective immediately; and

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

CW2. Ratification of the Collective Bargaining Agreement, 2009-2012, Between the Florida International University Board of Trustees and the Service Employees International Union Local 1991

VP for Student Affairs Rosa Jones presented the Ratification of the Collective Bargaining Agreement, 2009-2012, between the Florida International University Board of Trustees and the Service Employees International Union Local 1991 for Workgroup review, noting that for several months, representatives of the FIU Board of Trustees and the SEIU have met in collective bargaining negotiations to discuss the terms and conditions of employment that would govern

bargaining unit personnel within the members of the SEIU (e.g., nurses at the University Health Center). She further noted that the bargaining teams have reached an Agreement for a term of three years. She provided a summary of the agreement terms and delineated the substantive changes.

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

WHEREAS, the Florida International University Board of Trustees (“the BOT”) is the public employer of all employees of the University and is obligated to engage in collective bargaining with any employees who are represented by a union; and

WHEREAS, certain employees of the University Health Center (i.e., nurses) are members of a bargaining unit represented by the Service Employees International Union Local 1991 (SEIU); and

WHEREAS, representatives of the BOT and the SEIU have engaged in collective bargaining and have reached an agreement on the terms of the 2009-2012 BOT-SEIU Collective Bargaining Agreement (“Agreement”) and Policies, Attached as Exhibit “F;” and

WHEREAS, the members of the bargaining unit represented by SEIU voted to ratify the Agreement and Policies on November 3, 2009;

NOW, THEREFORE BE IT RESOLVED, that the BOT hereby ratifies the 2009-2012 BOT-SEIU Collective Bargaining Agreement and Policies attached hereto as Exhibit “F”;

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

CW3. University Goals Report, 2009-2010

President Mark B. Rosenberg presented the proposed University Goals report for 2009-2010 for Committee review.

CW4. University Goals, 2009-2010

Workgroup Chair Atkins led the discussion on the University Goals, 2009-2010, requesting that President Rosenberg excuse himself from this portion of the meeting. She noted that this action was strictly voluntary and that no one present was required to exit the meeting during the discussion. The Workgroup discussed the University Goals for FY2009-10 and identified areas that they wished to continue to review with the President prior to presenting for Board approval. Upon the conclusion of the Workgroup’s discussion, President Rosenberg rejoined the meeting. The Workgroup engaged in further discussion with the President and requested that they collaborate on amending the University Goals to not exceed ten objectives; to include starting and target rates in lieu of referencing target percentage rate increases, where applicable; to include goals in the areas of student quality and academic institution standing; and to include high-quality to the Operational Statement. The Workgroup agreed to continue the review of the University Goals with President

Rosenberg and that a follow-up meeting would be necessitated as the current meeting schedule did not allow ample time for analysis and amendments.

Workgroup Chair Atkins requested that VP Hardrick provide a summary of the Workgroup's actions, to date, as they pertained to President Modesto A. Maidique's Management Review for FY 2008-2009 as well as the Presidential Bonus. VP Hardrick reported that the Compensation Workgroup met on 9 July 2009 to undertake the assessment of President Modesto A. Maidique's accomplishments for FY08-09 relative to the BOT approved goals and his overall performance. He noted that based on the performance ratings approved by the Board and the President's overall performance and accomplishments for the 2008-2009 fiscal year, the Workgroup recommended a rating of Superior for President Maidique.

VP Hardrick noted that at its 9 July 2009 meeting, the Workgroup also discussed the proposed bonus for President Modesto A. Maidique. He further noted that based on the President's superior performance and that the President's salary, in addition to the proposed bonus, was still under the median as was reflected in the executive compensation study, the Workgroup determined that they would recommend to the Board that it grant University President Modesto Maidique a bonus of \$100,000. He further noted that based on the Workgroup's request, the Foundation Treasurer and Chair of the Finance and Audit Committee, Noel Guillama-Alvarez, would present the \$100,000 bonus amount to the Foundation Board for approval, adding that the already budgeted \$50,000 could be paid immediately, while the additional \$50,000 would need Foundation Board approval and if approved, could be distributed when the Foundation had the funds.

Workgroup Chair Atkins noted that as she was unable to attend the next regularly scheduled Board meeting, that on behalf of the Workgroup, Trustee Cesar Alvarez would report on the Workgroup's comments for Board consideration.

4. New Business

No other new business was raised.

5. Closing Remarks and Adjournment

With no other business, the meeting of the Florida International University Board of Trustees' Compensation Workgroup was adjourned on Tuesday, 17 November 2009, at 11:20 a.m.

Attachments: Exhibits "CW-Minutes," "B," "C," "D," "E," & "F".

Trustee requests:

There were no Trustee requests.

MB
11.25.09



FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
COMPENSATION WORKGROUP
MINUTES
WEDNESDAY, 9 DECEMBER 2009

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Compensation Workgroup meeting was called to order by Workgroup Chair Betsy Atkins on Wednesday, 9 December 2009, at 11:31 a.m. via conference call.

The following attendance was recorded:

Present

Betsy Atkins, *Chairperson*
 Cesar Alvarez
 S. Lawrence Kahn

Excused

Albert Maury

Chairman Albert E. Dotson, Sr. and Trustees Jorge Arrizurieta, Thomas Breslin and Anthony Rionda were also in attendance.

Workgroup Chair Atkins welcomed everyone in attendance to the Compensation Workgroup meeting. She also welcomed Foundation Board of Directors, Inc. Treasurer Noel Guillama-Alvarez to the meeting. She also welcomed President Mark B. Rosenberg to the meeting, noting that he would present the revisions to the 2009-2010 University Goals for Workgroup review.

2. Items for Workgroup Action and Review

CW1. University Goals Report, 2009-2010

Workgroup Chair Atkins noted that the Workgroup met on November 17, 2009 to undertake the review of the University Goals Report as presented by President Mark B. Rosenberg. She further noted that during the meeting, the Workgroup engaged in further discussion with the President and requested that they collaborate on amending the University Goals.

Workgroup Chair Atkins requested that in lieu of presenting the report in its entirety, President Rosenberg only provide an update on the revisions to the University Goals Report. There were no objections.

President Mark B. Rosenberg presented the proposed University Goals report for 2009-2010, delineating the substantive changes to the document.

CW2. University Goals, 2009-2010

Workgroup Chair Atkins led the discussion on the University Goals for 2009-2010, noting that the objectives, once approved, would be one component of the President's Management Review by the Board. The Workgroup members agreed that the overarching goals encompassed areas critical to the advancement of the University. After further discussion, the Workgroup amended the University Goals for fiscal year 2009-2010 to include specific rates as they pertain to the hiring of ten (10) advisors to aid in the improvement of student retention and graduation. The President noted that the resulting rate improvement would be measurable within four (4) years as the additional advisors would focus their efforts on the first-year student population.

The Workgroup also amended the University Goals to include specific target information pertaining to the establishment of a framework for conducting clinical trials with appropriate Human Subjects (IRB) approval, noting that three (3) benchmarks would be established prior to the end of the 2009-2010 fiscal year. Interim Provost & Executive Vice President Douglas Wartzok defined the benchmarks as the establishment of the Office of Clinical Trials, a relationship with a national review board as well as the establishment of the Human Subjects Committee. The Workgroup members noted that the goal would be amended to further stipulate that the University would engage in its first clinical trial by the end of calendar year 2010.

The Workgroup also amended the University Goals to include specific target information pertaining to the collaboration with the Miami-Dade County Public School System to develop the Academy for Advanced Academics. President Rosenberg noted that, initially, one hundred students from the Miami-Dade County public high schools would be completing both secondary and college studies at the Modesto A. Maidique Campus. He further noted that community engagement was critical the University's success.

The Workgroup concluded the amendments to the University Goals by also including specific data pertaining to the development of the College of Medicine NeighborhoodHELP plan, which would target a total of 500 households to be assigned to teams of medical, nursing, social work and other FIU students. President Rosenberg noted that each team would work with an individual household to identify healthcare and social service needs and together with the household members, address these needs through referrals and health education.

Workgroup Chair Atkins noted that Trustee Cesar Alvarez would report on the Workgroup's comments for Board consideration at the next regularly scheduled meeting.

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 Goals for the 2009-2010 fiscal year as presented by President Mark B. Rosenberg and amended by the Compensation Workgroup; and

BE IT FURTHER RESOLVED, that the BOT approves the President's Objectives as presented by President Rosenberg and amended by the Compensation Workgroup. These approved goals will be one component of the President's Management Review by the Board for 2009-2010.

3. New Business

On behalf of the Workgroup, Trustee Cesar Alvarez thanked Chair Atkins for her guidance and leadership. On behalf of the Board, Chairman Albert E. Dotson, Sr. extended his gratitude to Workgroup Chair Atkins for her leadership, commitment and dedication to the Board, to the University and to students.

President Rosenberg added that Trustee Atkins has brought to the Board her strong commitment to the Workgroup through her service, judgment and wisdom.

4. Closing Remarks and Adjournment

With no other business, the meeting of the Florida International University Board of Trustees' Compensation Workgroup was adjourned on Wednesday, 9 December 2009, at 12:03 p.m.

Trustee requests:

There were no Trustee requests.

*MB
12.10.09*

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Personnel Committee
May 20, 2010**

SUBJECT: University Equity Reports

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the University Equity Reports.

Background Information:

The Florida Statutes require the University to develop a Gender Equity Plan pursuant to the “Florida Educational Equity Act”. The Chancellor of the State University System shall annually assess the progress of each state university’s plan.

The University President shall submit the Reports to the Chancellor of the State University System.

Supporting Documentation: University Equity Reports
2009-10 Enrollment, Gender Equity in Athletics,
and employment

Facilitator/Presenter: Jaffus Hardrick

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2010 FLORIDA EDUCATIONAL EQUITY ACT REPORT GUIDELINES



2010

**Florida Educational Equity Act Report:
Enrollment, Gender Equity in Athletics, and Employment
Report Year 2009 - 2010**

Florida International University

Data Year: July – June, 2009-2010

Approved by University Board of Trustees: (date)

Approved by University President: (signature and date)

Submitted by:

Equity Officer Name: Shirlyon J. McWhorter, Esq., Director
Address: Florida International University
Equal Opportunity Programs & Diversity-PC 215,
11200 SW 8th Street, Miami, FL 33199
Phone: (305)348-2785
Email: smcwhort@fiu.edu

Date Sent to FIU Data
Administrator: June 26, 2009

FLORIDA EDUCATIONAL EQUITY ACT REPORT 2009-2010

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PART I. Executive Summary

Florida International University (FIU) submits the 2009-2010 Florida Equity Report that encompasses enrollment, gender equity in athletics, and employment as required by Florida Statute. 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

Of the 39,499 students who currently attend FIU, approximately 35,000 are residents of Florida, of which 77 percent are from Miami-Dade County. FIU's dynamic student body reflects the vibrant diversity of South Florida:

59% Hispanic
17% White Non-Hispanic
13% Black
4% Asian or Pacific Islander
7% Other minority groups
57% Female
43% Male

In addition to its diverse ethnic groups, the university serves a large percentage of economically disadvantaged students. Nearly 50 percent of all undergraduate students at FIU receive financial aid, and nearly 60 percent of those financial aid recipients come from families with annual household incomes under \$30,000.

FIU ranked first in the nation among four-year colleges for awarding bachelor's and master's degrees to Hispanic students, according to a 2008 survey conducted by *Hispanic Outlook in Higher Education* magazine.

(Status of Goal Achievements from 08-09 Equity Report)

Academic Program Review - 2008-2009 Goals and Results

Undergraduate Participation

Goal - Enrollment

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

Results

In Fall 2009, 81.7% of the full-time FTICs were students from under-represented groups, exceeding the 80% benchmark for under-represented FTIC minorities. This is a

¹ IPEDS terminology for protected classes was utilized.

slight gain from last year's 81.1%. The percentage of Black FTIC students, however, is below the 80% benchmark. Specifically, 10.1% of FTICs at FIU were Black students whereas 15.4% of FTICs throughout the SUS were Black students. In order to have sustained the 80% benchmark, 12.3% ($15.4\% \times 80\% = 12.3\%$) 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. However a slight decline to 276, or 10.1% was observed in Fall 2009.

Graduate Participation

Goal - Enrollment

Increase Hispanic enrollment to reflect the general increase in the graduate student body. Increase African American enrollment 2% faster than the general growth of the graduate student population.

Results

In Fall 2009, the total Grad I and II enrollment increased by 8.8% across all ethnicities/residency status compared to Fall 2008. The enrollment of African-American students in particular increased by 13.1%, from 851 Black enrollees in Fall 2008 compared to 963 Black enrollees in Fall 2009. This comparison of Fall 2008 to Fall 2009 shows that the number of Black students increased 4.3% faster than the general growth of the graduate student population. Enrollment of Hispanic students increased by 8.6%, from 2476 enrollees for Fall 2008 to 2689 enrollees for Fall 2009. This increase mirrors the overall increase of Graduate Enrollment.

Goal - Completion

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

Results

In AY 2008-09, the number of doctoral degrees awarded to Black students remained constant, although the percentage from the total degrees awarded went down from 6.6% to 6.3% due to the increase in overall doctoral production. The number of Hispanic doctoral graduates also remained relatively constant with an overall decrease of less than 2% from AY 2007-2008 to AY 2008-2009. Based on preliminary data for the AY 2009-10 the number of doctoral degrees awarded to Black students is 75% of last year's total. A number of recruitment and retention initiatives were implemented in an attempt to increase the number of doctoral degrees awarded to Black students. However, the number of Hispanic doctoral students for AY 2009-10 has increased 52% from AY 2008-09.

Gender Equity in Athletics

Goal

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

Results

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

Women Athletes	2008-09 AY*	2009-10 AY*
% of Enrollment*	56.7%	56.7%
% of Participation	41.8%	42.1%
Gap Variance	14.6%	14.6%

*Source: Student Data Course File (OPIE)

PART V. Employment

The guidelines for the Employment equity report measure achievement of appropriate representation in selected faculty and administrative employment categories.

Goal

Fill Leadership Positions for the Vice President for Engagement and Dean of the College of Law.

Results

The leadership positions were filled. A minority female was hired for the Vice President position.

Goal

Achieve the employment equity program goals and the accountability goals of hiring 7 female and minority faculty within specific academic disciplines:

Table B: 2008-2009 Equity Goals for 2009-2010 Equity Report

Job Group	Discipline	Rank	Race	Gender	Goal
20	Business Management/Law	03		Female	1
23	Health/Urban Affairs	01	Black		1
31	Science & Mathematics	03		Female	1
33	Social Science	03		Female	1
34	Social Science	03	Asian	Female	2
40	Perform & Visual Art	03		Female	1
Total			2	5	7

Table C: Outcome for 2008-2009 Equity Report

Job Group	Discipline	Rank	Race	Gender	Results
20	Business Management/Law	03		Female	1
23	Health/Urban Affairs	01	Black		1
31	Science & Mathematics	03		Female	1
33	Social Science	03		Female	1
34	Social Science	03	Asian	Female	2
40	Perform & Visual Art	03		Female	0
Total			2	5	6

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	22	29	4	4

Source: Affirmative Action Plan

According to Table D, a total of 26 females and 33 minorities were hired or promoted into positions covered by the Equity Accountability Plan, far exceeding the projected goal.

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 for details:

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

The following policies and procedures have been specifically formulated to ensure equity at Florida International University. The policies are updated on the webpage on an annual basis.

A. 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.

B. Policies and Procedures

Accommodation of Employees with Disabilities

Purpose:

To provide funds for departments, which hire disabled persons, for costs associated with providing reasonable accommodation of the disabled.

Policy:

It is the University's long standing policy to employ qualified physically handicapped persons in a broad range of positions across the institution. On occasion, the nature of an individual's disability may require work site accommodation of their handicap.

In accordance with the Americans with Disabilities Act, the University will provide accommodations in the following areas: the application process, the work environment, the method of performing job duties, the enjoyment of equal benefits and privileges, the restructuring or reallocating of marginal job functions, the acquisition of equipment or devices, the modification of exams and training materials, and the provision of qualified readers or interpreters. Records will be maintained in the Office of Equal Opportunity Programs and Diversity regarding requests for reasonable accommodation and the determination of each request.

A central University fund has been designated for use by departments in meeting reasonable costs associated with accommodation of handicapped employees. A University committee administers the funds. The committee membership includes the Director, Equal Opportunity Programs and Diversity (chair); Director, Personnel; Director, Environmental Health and Safety; one disabled faculty or A&P staff member; and, one disabled USPS staff member. The committee meets on an as-needed basis, to make recommendations on funding requests. The Director, Equal Opportunity Programs

and Diversity, monitors expenditures from the fund, and ensures that adequate budget requests are submitted to enable the provision of recommended reasonable accommodations.

Procedure:

1. The requesting/employing department shall complete a Request for Use of Accommodation Fund form.
2. The form is forwarded to the Director, Office of Equal Opportunity Programs and Diversity.
3. Upon receipt of the request, the Director, Equal Opportunity Programs and Diversity shall convene a meeting of the Committee for the purpose of considering the request.
4. The Director, Equal Opportunity Programs and Diversity will communicate the Committee's decision and facilitate appropriate action.

Accommodations at University Sponsored Public Events for Persons with Disabilities

Purpose:

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.

Policy:

The University welcomes members of the campus community as well as the general public to participate in a broad range of programs and services. On occasion, an individual with a disability may require accommodation in order to enjoy the benefits of these programs and services.

Each unit of the University is responsible for ensuring that its public programs and services are accessible to all members of the public, including persons with disabilities requiring accommodation.

Sponsoring Unit Events should be planned with special consideration for participants with disabilities.

Procedure:

1. Facilities (on or off campus) should be barrier free with wheelchair access to all parts of the room or facility where activities are available, including the stage/podium if in general use.

2. The area of activity must be approachable via an accessible route and other public facilities used in connection with the area of activity (e.g. restrooms, water fountains, public telephones, etc.) must be accessible to persons with disabilities.
3. Program attendees who use wheelchairs should be able to purchase seats with similar ticket prices (if a range is available) and sight lines as other attendees.
4. Reserved seating near the accessible area should be available for their guests and friends to provide the same experience as other persons who attend with guests and friends.
5. Persons with visual impairments may bring assistive animals into any public building.
6. All advance program announcements and advertising should include the wording, "Please notify (person) at (address and telephone number) a minimum of five working days in advance of the event, if a reasonable accommodation of a disability is needed. Preliminary arrangements should be made so the sponsoring department is able to respond to any requests received for alternate format programs or materials (Braille, large print, audio tape, reader) or sign language interpreter services.
7. Requests for reasonable accommodation may be made in any format Assistance appropriate to the requestor's needs.
8. A University staff member may document the request on the form or the person may complete it. (See - Request for Accommodation at a Public Event.)
9. Documentation or proof of disability will not be required in most situations. Where the requested accommodation involves a significant cost, the ADA Coordinator (Director, Equal Opportunity Programs) will provide technical assistance to the department.
10. The person requesting assistance shall abide by the advertised time frame required to reasonably fulfill the request.
11. The University's Request for Accommodation at a Public Event shall be completed and retained by the department in each case where an accommodation is provided.
12. This will confirm the strategy used to provide assistance and the University's cost, if any.
13. If the department requires assistance in responding to a request, the Director of the Office of the Disability Resource Center for Students, and/or the ADA Coordinator, may provide consultative assistance.
14. Where the department intends to deny a request, or to offer services different from those requested, it shall consult with the ADA Coordinator. Departments do not have the authority to decline a request.

15. ADA Coordinator, when contacted by a department considering denial or alteration of an accommodation request, will discuss the full range of options with the department in an effort to provide appropriate accommodation; and consult with University Legal Counsel prior to approving denial of a request for accommodation.

AIDS Policy

Purpose:

Ensuring that the University AIDS Policy is implemented, protecting persons with AIDS from illegal discrimination; provide information to all members of the University community for the purpose of decreasing the likelihood of the spread of the AIDS infection, and to provide policy and guidelines to ensure that the University responds to members of the University community, who may, or may be perceived to be, affected by AIDS in a manner which both complies with Federal and State law and internal University policies, as well as responds compassionately to the presence of a life-threatening illness.

Policy:

Students and employees of the University who may become infected with the AIDS virus will not be excluded from enrollment or employment or restricted in their access to University services facilities, unless individual medically-based judgments establish that exclusion or restriction is necessary to the welfare of the individual or other members of the University community.

The University has established an HIV/AIDS Committee which includes representation from major University divisions and other University staff, as appropriate. The Committee, which will meet regularly, is responsible for monitoring developments with regard AIDS, acting upon and administering the University's Policy on AIDS in specific cases, and coordinating the University's efforts in educating the University community on the nature of the disease. In addition, the Committee will meet as needed to consider individual occurrences of the disease which require University action.

The University will be guided in its decisions by the most recent medical information, the Federal regulations implementing Sections 503 and 504 of the Rehabilitation Act, the guidelines suggested by the Centers for Disease Control, the Public Health Services, the American College Health Association, and the State of Florida Department of Health and Rehabilitative Services.

Persons who know, or suspect they are HIV sero-positive, are expected to seek expert medical advice and are obligated, ethically and legally, to conduct themselves responsibly for the protection of others. The University will designate AIDS counselors, who will be available to the University community.

Procedure:**Students**

No student will be required to cease attending the University, solely on the basis of a diagnosis of serum positivity. Such decision will be made only after reasonable accommodations have been made, and when an examination of the facts demonstrates the student can no longer perform as required, or the student presents a health risk to himself or the University community.

The recommendation to suspend or force withdrawal will be made by a Review committee composed of the director of University Health Services, at least one student representative, the student's physician, and two members of the AIDS Committee. The Review Committee shall recommend action(s) to the University President or designee.

A student shall not be denied the opportunity to live in University Housing based solely on a diagnosis of serum positivity.

Reasonable Accommodation

Any student requesting reasonable accommodation, because of the presence of AIDS or ARC, shall be treated similarly to students with any other disability. Students will not be moved within, or removed from, University Housing, solely on the basis of a diagnosis of serum positivity. Changes in room, or removal from University Housing, will be made on a case-by-case examination, in which it is determined that: a. the student has communicable opportunistic infections, or is showing other symptoms of illness, and requires care, which cannot reasonably be provided in the University Housing setting; b. the student is demonstrating symptoms, needs or behaviors, which are inappropriate in a dormitory and/or cannot be reasonably accommodated; or c. the student's behavior presents a risk to him/herself or the other residents of University Housing.

A review committee including the director of the Student Health Center, the student's physician, two members of the AIDS Committee, and a representative from university Housing, shall review concerns on a case-by-case basis, and made recommendations to the University President or the President's designee.

Health Care Guidelines:

Students in the health occupations doing health care work shall follow current Center for Disease Control (CDC) and American College Health Association (ACHA) guidelines which will be distributed by the University Department of Environmental Health and Safety.

Employees

University employees, while performing their University duties, will be required to conform to the University's AIDS policy and guideline in dealing with serum positive employees or students. A serum positive employee will be treated in the same manner as any employee diagnosed as having any other illness, injury, or disability.

Reasonable Accommodation

Should a serum positive employee be unable to fulfill his/her regular responsibilities or portions of their responsibilities but be able and desire to continue working in a less physically demanding capacity, the University will make reasonable efforts, if so requested, to accommodate the employee's disability.

Supervisory Responsibility

As in the case of any other illness, injury, or disability, a supervisor who believes that a serum positive employee is unable to perform assigned duties due to the illness may recommend to the Director of Personnel or the Director's designee that the employee be required to submit to a medical examination by a physician named and paid by the University. Based upon the medical opinion rendered, appropriate action as provided in applicable rules will be applied.

Confidentiality

Any employee who verbally informs the University that he/she is serum positive will be accorded confidentiality regarding disclosure of the medical condition. Written records cannot be assured confidentiality under the provisions of the Public Records Law.

Use of Sick Leave

Any serum positive employee shall be eligible to use accrued sick leave as needed. A member of the University Sick Leave Pool shall be eligible to request leave hours through the Pool in accordance with Rule 6C8-4.010 FAC.

Required Protective Devices

All University Law Enforcement Officers shall be issued protective devices for use in providing cardio-pulmonary resuscitation. They will also be issued disposable plastic gloves for use when assisting or restraining any individual who is bleeding from any injury.

CDC/ACHA Guidelines

Student Health Services employees, and Custodial, Physical Plant and laboratory employees, will follow current CDC or ACHA guidelines which will be distributed by the University's Department of Environmental Health and Safety.

Language in the Workplace

Purpose:

To ensure that the University environment is free of illegal national origin discrimination based on language usage

Policy:

The University acknowledges the rights of employees to speak a language other than English in the workplace, and recognizes that common courtesy suggests that a language understood by all should be used by employees when they are engaged in a general discussion within the workplace.

Prohibiting employees at all times from speaking their primary language or the language they speak most comfortably in the workplace may disadvantage an individual's employment opportunities on the basis of national origin. Therefore, "English only" rules will be considered to be inappropriate within most University work settings.

"English only" rules may be appropriate in very specific circumstances, or under specific conditions, where such a rule is a necessity for safety or similarly urgent considerations. If a supervisor believes it is necessary to implement an "English only" rule, the proposal should be reviewed with the Director of Equal Opportunity Programs and Diversity, the Director of Employee Relations, or the University Attorney. If approved, employees affected by such a rule must be effectively notified of the rule.

Procedure:

Grievances or complaints of violation of the policy should be filed using the procedures outlined under the Sexual Harassment/Education Equity Grievance Procedure.

Processing of Discrimination Complaints Filed with External Compliance Agencies

Purpose:

To ensure that appropriate and timely responses are provided to the Equal Employment Opportunity Commission (EEOC), the Florida Commission on Human Relations (FCHR), and the Office of Civil Rights (OCR), regarding complaints lodged with these agencies alleging illegal discrimination.

Policy:

All request for responses to inquiries, requests for information, and/or requests for position statements on behalf of the University and any of its employees or agent are to be forwarded to the Office of Equal Opportunity Programs for coordination and action.

Procedure:

Any employee who receives notice from one of the compliance agencies listed above that a complaint alleging illegal discrimination has been filed against the University should immediately contact the Director of Office, Equal Opportunity Programs. Similarly, should any supervisor or faculty member be directly contacted by one of the compliance agencies for provision of a statement regarding an employee's or student's allegations of illegal discrimination, the supervisor or faculty member should immediately contact the Director, Office of Equal Opportunity Programs and Diversity.

The Director, Equal Opportunity Programs and Diversity, or a designee shall prepare the University's response to requests for position statements, witness statements, and other information requested by the compliance agency. These responses shall be prepared in consultation with the University Attorney as necessary.

Sexual Harassment

Purpose:

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.

Policy:

The University recognizes that sexual harassment undermines the integrity of the academic and work environment, and it prevents its victims and their peers from achieving their full potential. All members of the University community are entitled to work and study in an atmosphere free from sexual overtures or innuendos that are unsolicited and unwelcome. It is the particular responsibility of those members of the University community who hold positions of authority over others to avoid actions that are, or can be, considered sexually abusive or unprofessional. It shall be a violation of the University's rule on sexual harassment for any officer, employee, or agent to sexually harass (as sexual harassment is defined below) any other officer, employee, student, or agent. Sexual harassment is a type of misconduct, which may result in disciplinary or other action.

Procedure:

The director of the Office of Equal Opportunity Programs shall administer the policies and procedures outlined in this policy. 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.

Informal Complaints

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

Formal Complaints

- a. A formal request must be made in writing to the Office of Equal Opportunity Programs. The complaint shall contain the name of the complainant and state the nature of the act(s) complained of, including such details as the name of the alleged

offender and the date(s) or approximate date(s) on which the offending act(s) occurred, the name(s) of any witnesses, and the desired resolution(s).

b. The complaint must be filed within one hundred (100) days of the alleged act(s) of sexual harassment.

c. In the case of a student complaint against a faculty member, the complaint must be made within ten (10) University business days of the beginning of class of the following semester.

d. Where an informal complaint has already been filed, a formal complaint shall be filed within one hundred (100) days of the alleged act(s).

e. Thirty (30) days shall be allowed to resolve the complaint.

f. Conciliation may be attempted during the course of an investigation of a complaint.

g. If conciliation is not achieved, then the Office of Equal Opportunity Programs shall continue to investigate the complaint, and shall issue a written finding concerning probable cause within a maximum of one hundred (100) days. If conciliation of the complaint was achieved between the parties in cooperation with the Office of Equal Opportunity Programs, and the alleged offender fails to abide by the agreement or retaliates against the complainant, the complainant or supervisor should notify the Office of Equal Opportunity Programs. The Vice President or a designee may then require the complaint to proceed as if conciliation had not been reached.

h. Either party may seek review of the finding of the Office of Equal Opportunity Programs and Diversity to the Vice President or designee by filing a request for a review within ten (20) calendar days of receipt of the Office of Equal Opportunity Programs finding. It shall specify the basis of the appeal. The appeal shall be based on one or more of the following: relevant evidence was not reviewed and/or new evidence is available; or, the factual evidence was insufficient to support the findings.

i. Upon final acceptance by the Vice President of a finding on the complaint, the immediate supervisor of the alleged offender may provide a reasonable resolution to the complaint and may also recommend or take disciplinary action against the alleged offender;

j. The proposed resolution shall be approved by the Office of Equal Opportunity Programs and Diversity.

k. Disciplinary action shall be taken in accordance with the rules and regulations affecting the class of employee and the terms of any applicable collective bargaining agreement.

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

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

Procedure:

Students

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

Employees

Employees who seek to file a complaint will be invited to consider filing the complaint under the applicable union agreement, or applicable University faculty, A&P or USPS grievance procedure. In all instances, complaint will be instructed to select one grievance or complaint procedure. The Office of Equal Opportunity Programs will not act to concurrently investigate a grievance or complaint which is being pursued through another internal or external process.

Informal Complaints

a. Any person who believes that he or she has been the subject of sexual harassment may elect to file an informal complaint with the Office of Equal Opportunity Programs.

b. The request must be made within sixty (60) days of the alleged act(s) of sexual harassment, or

c. In the case of a student complaint against a faculty member, within ten (10) University business days of the beginning of class of the following semester.

d. Thirty (30) days shall be allowed to resolve an informal complaint.

e. Should the problem not be resolved satisfactorily using this procedure, or should the complainant wish to bypass this procedure, he or she may initiate a formal complaint.

Formal Complaints

a. A formal request must be made in writing to the Office of Equal Opportunity Programs and Diversity. The complaint shall contain the name of the complainant and state the nature of the act(s) complained of, including such details as the name of the alleged offender and the date(s) or approximate date(s) on which the offending act(s) occurred, the name(s) of any witnesses, and the desired resolution(s).

b. The complaint must be filed within one hundred (100) days of the alleged act(s) of sexual harassment.

c. In the case of a student complaint against a faculty member, the complaint must be made within ten (10) University business days of the beginning of class of the following semester.

d. Where an informal complaint has already been filed, a formal complaint shall be filed within one hundred (100) days of the alleged act(s).

e. Thirty (30) days shall be allowed to resolve the complaint.

f. Conciliation may be attempted during the course of an investigation of a complaint.

g. If conciliation is not achieved, then the Office of Equal Opportunity Programs shall continue to investigate the complaint, and shall issue a written finding concerning probable cause within a maximum of one hundred (100) days. If conciliation of the complaint was achieved between the parties in cooperation with the Office of Equal Opportunity Programs, and the alleged offender fails to abide by the agreement or retaliates against the complainant, the complainant or supervisor should notify the Office of Equal Opportunity Programs. The Vice President or a designee may then require the complaint to proceed as if conciliation had not been reached.

h. Either party may seek review of the finding of the Office of Equal Opportunity Programs and Diversity to the Vice President or designee by filing a request for a review within ten (20) calendar days of receipt of the Office of Equal Opportunity Programs and Diversity finding. It shall specify the basis of the appeal. The appeal shall be based on one or more of the following: relevant evidence was not reviewed and/or new evidence is available; or, the factual evidence was insufficient to support the findings.

i. Upon final acceptance by the Vice President of a finding on the complaint, the immediate supervisor of the alleged offender may provide a reasonable resolution to the complaint and may also recommend or take disciplinary action against the alleged offender;

j. The proposed resolution shall be approved by the Office of Equal Opportunity Programs and Diversity.

k. Disciplinary action shall be taken in accordance with the rules and regulations affecting the class of employee and the terms of any applicable collective bargaining agreement.

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

PART III. Academic Program Reviews

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 an official total including white, non-resident alien, and not reported.²

- Chart 1. First Time in College Enrollment, Previous Academic Year
- Chart 2. Florida Community College A.A. Transfers, Previous AY
- Chart 3. Retention of Full-time FTICs Entering Previous AY, After One Year
- Chart 4. Graduation Rate of Full-Time FTICs After Six Years
- Chart 5. Bachelor’s Degrees Awarded, Previous AY
- Chart 6. Master’s Degrees Awarded, Previous AY
- Chart 7. Doctoral Degrees Awarded, Previous AY
- Chart 8. First Professional Degrees Awarded, Previous AY

Program Area: **UNDERGRADUATE STUDENTS**

ENROLLMENT

Benchmarks for enrollment of under-represented groups, which include Black Non-Hispanic, 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 2009 and Early Admits

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2009 and Early Admits								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	35	120	4	55	796	183	17	1210
Women	43	156	3	56	1044	204	21	1527
Total	78	276	7	111	1840	387	38	2737
Category % of Total	2.8%	10.1%	0.3%	4.1%	67.2%	14.1%	1.4%	100.0%

Source: IPEDS 2009-10 Part A, Fall enrollment by race, ethnicity, and gender. Column 1, First time students.

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 race/ethnic categories.

NRA = Non-resident alien
B = Black
AI/AN = American Indian/Alaskan Native
A/PA = Asian/Pacific Islander

H = Hispanic
W = White
Unk= Unknown

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 2009.

Data Assessment: Last year, 81.1% of the FTICs at FIU were under-represented minorities. Similarly, there was a slight gain in Fall 2009 to 81.7% of full-time FTICs students from under-represented groups. FIU significantly exceeds the 80% benchmark on percent of under-represented FTIC minorities.

The percentage of Black FTIC students remains a challenge to the University. In Fall 2008, FIU made progress 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. A slight decline in first time students from 287 to 276, or 10.1%, was observed in Fall 2009.

Targeted Improvement: Recruitment, admissions and enrollment of Black under-represented FTIC students remain focused and targeted for improvement. In the Fall of 2009, FIU's President and Enrollment Services staff began a community connection campaign in Miami's Liberty City area, whose population is predominantly Black. The President and Enrollment Services staff members have met with members of the North Miami Urban League, the Miami Gardens Mayor and local citizens, and with Liberty City area clergy. Meetings have occurred between the university and Liberty City Trust. The College of Medicine is in planning stages for partnerships with the Yaeger Foundation and Liberty City Trust. The College of Education and the Biscayne Bay School of Mass Communications and Journalism are engaging high school students. Our recently appointed Vice President for the Office of Engagement is also connecting with the Liberty City area to build relationships.

The Center for Diversity in Engineering and Computing within the College of Engineering conducts programs both during the school year and summer months to prepare young students to deal with the rigors of higher-level education, and Engineering in particular. These programs are aimed to recruit, retain, and graduate an ethnically diverse student body that will increase the representation of traditionally underrepresented ethnic and gender groups in the field of engineering and will enrich the College of Engineering and the university as a whole.

Chart 2. Florida Community College A.A. Transfers, Fall 2009 and Summer 2009

Chart 2. Full-time Florida Community College A.A. Transfers, Fall 2009 and Summer 2009								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	145	167	5	36	647	187	23	1210
Women	255	196	1	44	824	187	43	1550
Total	400	363	6	80	1471	374	66	2760
Category % of Total	14.5%	13.2%	0.2%	2.9%	53.3%	13.6%	2.4%	100.0%

Source: IPEDS 2009-10 Part A, Fall enrollment by race, ethnicity, and gender. Column 2, Transfer-In

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 2007/08. 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.

Data Assessment: According to the most recent FETPIP report, 20,623 AA graduates from 2007/08 enrolled in Florida public universities. This cohort consisted of 36.8% minority students in the following racial groups: 3.7% Asian, 11.9% Black, 20.9% Hispanic and .3% American Indian. In comparison, 69.6% of full-time AA transfers at FIU in Fall 2008 were minority students consisting of 2.9% Asian, 13.2% Black, 53.3% Hispanic and .2% American Indian.

Targeted Improvement: No targeted improvements are required for this group.

³ <http://www.fldoe.org/fetpip/>

⁴ http://www.act.org/research/policymakers/pdf/retain_2009.pdf

RETENTION

Chart 3. Retention of Full-Time FTICs Entering Fall 2008, Summer 2008 and Continuing into Fall After One Year

Chart 3. Retention of Full-Time FTICs Entering Fall 2008, or Summer 2008 and Continuing into Fall After One Year										
	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	54	319	4	137	2111	477	5	1643	1464	3107
Category % of Total	1.7%	10.3%	0.1%	4.4%	67.9%	15.4%	0.2%	52.9%	47.1%	100.0%
After 1 year	41	243	3	120	1769	366	4	1381	1165	2546
Retention Rate	75.9%	76.2%	75.0%	87.6%	83.8%	76.7%	80.0%	84.1%	79.6%	81.9%
<i>Source: Local Files - Retention File and Student Instructional File</i>										

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.

Data Assessment: The 2009 ACT Retention Trend reported that 74.4% of the first year students who enrolled in a public PHD-granting university in Fall 2008 returned to their universities for a second year in Fall 2009. FIU's overall first-year retention rate of 81.9% is 7.5% higher than the national average for public PhD granting universities. It is 1.3% higher than the PhD Private University average. FIU's under-represented student groups do especially well compared against this 74.4% national first-year retention rate for this selected cohort. Specifically, Black students (76.2%) have a 1.8% higher rate compared to the national average; Hispanic students (83.8%) have a 9.4% higher rate; American Indian students (75%) approximate the national rate; and, Asian students (87.6%) have a 13.2% higher rate.

Targeted Improvement/Intervention: No targeted improvements are required for this group and FIU is pleased to note that overall retention increase by 1% over the 2007 cohort. However, it must also be underscored that Black student retention dropped from 81.5% to 76.2%, a significant decline that requires closer investigation and intervention. A series of strategies were employed to improve retention rates for the 2008 cohort, but these were clearly not successful for the Black student population.

³ <http://www.fldoe.org/fetpip/>

⁴ http://www.act.org/research/policymakers/pdf/retain_2009.pdf

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 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. This group will be asked to address the decline for selected groups, despite an overall increase, in order to determine new strategies for the 2009 and 2010 cohorts.

GRADUATION

Chart 4. Graduation Rate After Six Years of Full-Time FTICs, Beginners and Early Admits Entering Fall 2003, Summer 2003 and Continuing into Fall.

Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2003, or Summer 2003 and Continuing into Fall After Six Years										
	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	59	360	6	147	1893	573	9	1758	1289	3047
Category % of Total	1.9%	11.8%	0.2%	4.8%	62.1%	18.8%	0.3%	57.7%	42.3%	100.0%
After 6 years Number of Graduates	30	148	3	67	920	236	6	908	502	1410
Percent Graduated	50.8%	41.1%	50.0%	45.6%	48.6%	41.2%	66.7%	51.6%	38.9%	46.3%
Category % Graduated	2.1%	10.5%	0.2%	4.8%	65.2%	16.7%	0.4%	64.4%	35.6%	100.0%
Number Retained	31	212	3	92	1217	301	7	1133	730	1863
Percent Retained	52.5%	58.9%	50.0%	62.6%	64.3%	52.5%	77.8%	64.4%	56.6%	61.1%
Category % Retained	1.7%	11.4%	0.2%	4.9%	65.3%	16.2%	0.4%	60.8%	39.2%	100.0%
<i>Source: Local Files - Retention File</i>										

Benchmarks for Data Assessment: Three indicators are used to test institutional performance in the graduation of under-represented 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 11.8% of the 2003 full-time

FTIC cohort, and were 10.5% of the graduating cohort indicating a graduation rate falling slightly short of the University's overall graduation rate.

- 3) Percent of the ethnicity that is retained, defined as those who have graduated plus those still enrolled, as compared to the ethnic group's percent of the original cohort. For example, Black students are 11.8% of the original cohort and 11.4% of those retained, a rate consistent with the overall University retention rate.

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), 56.1% of undergraduates attending public 4-year Title IV institutions graduated in six years. FIU's 46.3% six-year graduation rate falls within 82.5% of the national average. With the exception of Asian students, FIU's six-year graduation rate for under-represented student groups exceeds the national averages for 4-year public institutions as follows: Black students 41.4% FIU v. 40.5% national; American Indian students 50.0% FIU v. 38.6% national; Hispanic students 48.6% FIU v. 46.9% national. Asian students at FIU have a 45.6% six-year graduation rate versus 65.5% national. This falls outside the 80% window. White non-Hispanics bring FIU averages down with a 41.2% rate as compared to the national rate of 59.4%
- 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 six students is not sufficiently large for meaningful comparison). For Hispanic and Asian students, the percentage of graduates within six-years met or exceeded the percentage each group represented within the entering FTIC cohort in 2003. Black students are graduated at a rate within the 80% corridor at 89%.
- 3) Percentage 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 the students retained in the seventh year met or exceeded 80% of the percentage each group represented within the entering FTIC cohort in 2002.

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

Targeted Improvements/Interventions: No targeted improvements are required for this group. However, the university is in the process of taking steps to increase its six-year graduation rates across the board. Initiatives are underway to establish more intrusive advising processes that will include hiring 31 new academic advisors to serve as Central (Undergraduate Education Offices) Advisors, or Bridge Advisors within academic units. Students will be more engaged in their majors through implementation of Academic Redesign, a project to re-code majors and minors away from “Lower Division and Upper Division” classifications towards a “Pre-Major and Major” classification system, and establish academic regulations that accelerate the time when students must identify a major, complete milestones, and engage with their academic program (major) area.

Chart 5. Bachelor’s Degrees Awarded, Academic Year 2008 - 2009

Chart 5. Bachelor's Degrees Awarded, AY 2008-2009								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	128	254	3	88	1316	393	13	2195
Women	150	428	2	123	2239	499	27	3468
Total	278	682	5	211	3555	892	40	5663
Category % of Total	4.9%	12.0%	0.1%	3.7%	62.8%	15.8%	0.7%	100.0%

Source: IPEDS Completions 2009-10 report (degrees awarded AY 2008-09), 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, 51,449 baccalaureate degrees were awarded to undergraduates throughout the Florida State University System (SUS). Statewide, 17,893 or 34.8% of the degrees awarded were to students from under-represented groups. FIU awarded 5,663 bachelor’s degrees, of which 4,453 or 78.6% 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 225.9% (78.6%/34.8%).

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

⁷ <http://diverseeducation.com/top100/top100listing.html>

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

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 in May 2009 ranked FIU #1 among the top producers of baccalaureate degrees to Hispanic students. And, *Diverse Issues in Higher Education*⁷ ranks FIU in the top 8th to 38th (varies by major) percentile among the top producers of African American baccalaureates.

Targeted Improvement: No targeted improvements are identified for this area.

Program Area: **GRADUATE STUDENTS**

GRADUATION

Chart 6. Master's Degrees Awarded, Academic Year 2008-2009								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	302	74	2	39	394	167	6	984
Women	228	195	0	46	562	212	3	1246
Total	530	269	2	85	956	379	9	2230
Category % of Total	23.8%	12.1%	0.1%	3.8%	42.9%	17.0%	0.4%	100.0%

Source: IPEDS Completions 2009-10 report (degrees awarded AY 2008-09), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

Data Assessment of Master's Degrees Awarded

Two thousand two hundred and thirty master's degrees were conferred during the AY 2008-2009. A total of 1246 master's degrees were awarded to women representing 55.9% compared to 984 master's degrees awarded to men representing 44.1% of the master's degrees conferred. The gender proportion of master's degrees conferred in AY 2008-2009 mirrors that of male/female population of the total FIU student body (57% female and 43% male).

Hispanic students were awarded the largest number of master's degrees with 956 conferrals representing 42.9% of the total number of master's degrees awarded last year. Non-resident alien (NRA) students accounted for the second largest fraction, 23.8% of the total number of master's degrees awarded in the AY 2008-2009. White students were awarded 17%, Black students earned 12.1% and Asian/Pacific Islander

students accounted for 3.8% of the total master's degrees conferred. Two master's degrees were conferred for American Indian/Alaska Native students.

The majority of master's degrees were conferred to women, and Hispanic females represented the largest gender-specific fraction, 25.2% of the total number of master's degrees awarded for AY 2008-2009. The percentage of master's degrees awarded to females was also higher than for their male counterparts within each of the Black, Asian/Pacific Islander, Hispanic and White racial/ethnic categories. Although the majority of the master's degrees were awarded to females, a larger percentage of males earned master's degrees within NRA category. The NRA group represented 23.8% of the total degrees conferred. Forty-three percent of the master's degrees were awarded to females compared to the 57% awarded to males within the NRA group.

In comparison with AY 2007-2008, male students made modest gains in fraction of master's degrees awarded (886 degrees or 41.3% in AY 2007-2008 vs. 984 degrees or 44.1% for AY 2008-2009). For the AY 2008-2009, females within the Black, Asian/Pacific Islander, Hispanic and White categories were awarded more master's degrees in comparison with their male counterparts, a trend that was also observed for the AY 2007-2008. One hundred and ninety-five master's degrees were awarded to Black females this year, a slight increase over last year. The fraction of master's degrees conferred to Asian/Pacific Islander, Hispanic and White females decreased slightly for the AY 2008-2009 compared to the previous year. However, females continue to represent more than half of all master's degrees awarded, despite a modest shift from 58.7% to 55.9% over the last two academic years. These modest shifts in the gender proportion of master-degree recipients more closely represent the female/male ratio in the general FIU population.

Chart 7. Doctoral Degrees Awarded, Academic Year 2008-2009								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	32	2	0	6	13	14	0	67
Women	16	6	0	2	10	25	1	60
Total	48	8	0	8	23	39	1	127
Category % of Total	37.8%	6.3%	N/A	6.3%	18.1%	30.7%	0.8%	100.0%

Source: IPEDS Completions 2009-10 report (degrees awarded AY 2008-09), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Data Assessment of Doctoral Degrees Awarded

A total of 127 doctoral degrees were conferred for the AY 2008-2009. NRA (37.8%) and White (30.7%) students made up approximately two-thirds of the total number of doctoral-degree recipients. Doctoral degrees were awarded to 23 Hispanic students or 18.1% of the total number of doctoral degrees awarded. Asian/Pacific Islander students earned 6.3% of the doctoral degrees. Black students also represented 6.3% of the total doctoral degrees awarded. No doctoral degrees were recorded for the American Indian/Alaska Native group during the AY 2008-2009.

While the majority of master’s degrees for AY 2008-2009 were awarded to females, the majority of doctoral degrees (52.8%) were awarded to male students. Higher percentages of doctoral degrees were awarded to males compared to females within the NRA, Asian/Pacific Islander and Hispanic groups. The greatest discrepancy in doctoral degrees awarded to males compared to females was in the NRA category where males were dominant by a 2:1 ratio. Within the Black and White racial/ethnic categories, female students were awarded more doctoral degrees than their male counterparts. Female White students accounted for 64.1% while males accounted for 35.9% of doctoral degrees awarded within this group. Seventy-five percent of the Black doctoral-degree recipients were female.

For the last two years approximately two-thirds of all doctoral degrees were awarded to NRA and White students, however within these groups there is a decrease from 41.8% to 37.8% in representation from NRA group, with an increase from 27.9% to 30.7% in doctoral degrees to White students. Hispanic students made modest gains (1.6%) in doctoral-degree conferrals over the last two years, while doctoral-degrees productivity of NRA, Black and White students decreased. The number of doctoral degrees for Black students was constant for AY 2007-2008 and AY 2008-2009, but the overall percentage decreased from 6.6% to 6.3% because of an increase in the number of doctoral degrees conferred this year.

Chart 8. First Professional Degrees Awarded, Academic Year 2008-2009								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	1	4	0	1	31	27	5	69
Women	1	6	0	2	27	17	1	54
Total	2	10	0	3	58	44	6	123
Category % of Total	1.6%	8.1%	N/A	2.4%	47.2%	35.8%	4.9%	100.0%

Source: IPEDS Completions 2009-10 report (degrees awarded AY 2008-09), GRAND TOTAL BY FIRST MAJOR, First professional degrees. Chart for 99.0000, all disciplines.

Data Assessment of First Professional Degrees Awarded

For AY 2008-2009, the designation of “First Professional Degrees Awarded” represents only degrees (JD) awarded through the College of Law. One hundred and twenty-three degrees were awarded under the first professional degree category. Although the MD and DPT professional-degree granting programs were implemented recently, the first degrees from these programs have yet to be awarded.

This year approximately 80% of the professional degrees were awarded to Hispanic and White students, 47.2% and 35.8% respectively. Males represent 56% and females 44% of the degree recipients. In the previous year, the percentage of degrees awarded to White students was greater than to Hispanic students. This year White students represented the second largest group, 35.8% of degree recipients. Black students represented 8.1% of the degrees awarded, 60% of which were female. There were no

degrees granted to American Indian/Alaska Natives. NRA and Asian/Pacific Islander students represent a small fraction (< 5%) of the total student body in the law program.

Targeted Improvement

FIU makes a significant contribution to the total number of graduate degrees awarded nationally to resident Hispanic and Black students, but after careful evaluation of our data we have identified recruitment and retention of Black students as a primary goal for our graduate programs. We are particularly focused on increasing the number of Black students participating and completing doctoral degrees. Over the past two years, the majority of graduate degrees were awarded to females among the Black students. We will explore activities to increase doctoral-degree productivity of Black males to be more representative of the general population.

The University Graduate School (UGS) also plans to establish better mechanisms for assessing and mentoring these students to help with the timely completion of their graduate degrees. Doctoral degrees awarded to females increased from 45.9% to 47.2% over the past two years. The UGS would like to continue to see an increase in the number of doctoral degrees awarded to female students. At the doctoral level, there is a significant drop off in the number of degrees awarded to Hispanic resident students at the master's level (42.9%) in comparison with degrees awarded at the doctoral level (18.1%).

Targeted Goals

For AY 2008-2009, Black students represented approximately 10% of FIU doctoral degrees awarded to US residents. Our goal is to increase this by a minimum of 2% each year to a fraction of 14-20% of the total FIU doctoral degrees awarded to Blacks by AY 2011-2012. We also would like to increase the number of doctoral degrees relative to master's degrees awarded for Black and Hispanic resident students. In addition, we need to address the smaller number of graduate degrees awarded to Black males relative to Black females, to achieve a better representation of the current population demographics. Twenty-nine percent of FIU doctoral degrees conferred during the AY 2008-2009 to US residents were awarded to Hispanic students. Our goal is to achieve a 20% increase in doctoral degrees awarded to Hispanics by AY 2011-2012. Resources will be focused on recruitment and retention.

Recruitment

UGS representatives attended 25 graduate college fairs including six at fellow SUS institutions, three McNair Research Conferences, two Hispanic-Serving Institution fairs and four Historically Black College and University fairs. As a result of these efforts, UGS has identified the most promising recruiting venues for future participation, including the McNair Research Conference(s), Idealist, and specific HSI and HBCU state college fairs in FL, GA and TX. Recruitment initiatives are under way to continue expanding and strengthening the presence of FIU in minority-populated markets. As a result of our recent recruitment activities FIU will have four new McKnight Fellows Starting in the Fall 2010. McKnight Fellows are supported by the Florida Education

Fund (FEF) but also receive a \$10,000 enhancement and a medical insurance supplement from the UGS at FIU.

UGS financial support in the form of fellowships, enhancements (to Research Assistantships or McKnight Fellowships) and the number of awards has increased over the past two years. This year's total funding for fellowships increased 30% over the past year. Much of this increase is due to new initiatives targeting minority doctoral students through the McKnight Fellowship program. This year we awarded seven McKnight enhancements including those awarded for continuing McKnight Fellows. In an effort to recruit the top doctoral students to FIU, UGS also increased the number of Presidential Fellowships to incoming students from a total of four last year to 11 students this year.

The UGS distributed \$92,340 to 20 academic units to enhance their general graduate recruitment efforts for the AY 2009-2010. Participating departments include: Africa and African Diaspora Studies, Art and Art History, Biological Sciences, Chemistry, Computing and Information Sciences, Civil and Environmental Engineering, Earth and Environment, Global and Socio-cultural Studies, History, International Relations, Mechanical and Materials Engineering, Modern Languages, Music, Nursing, Physics, Political Science, Psychology, Public Administration, Physical Therapy and Public Health. Many of these departments have a concentration of diverse students and/or females, i.e. Public Administration and Public Health.

The UGS has partnered with the Office of Sponsored Research to support an 8-10 week research experience for highly qualified junior undergraduate students from under-represented groups interested in graduate school at FIU. The student participants will choose an appropriate mentor and research group. We plan to coordinate their activities with the McNair and MBRS programs in establishing a McNair Summer Institute for students in their junior year interested in doing research away from their home institution(s). Logistics for this program are still in progress with a planned implementation set for Summer 2011.

Retention

The UGS funded several initiatives aimed at retaining minority graduate students and graduate students during the AY 2008-2009. The Graduate Minority Opportunities Program (GMOP) and Willie Williams Endowment Award assisted in the retention of Black and Hispanic students. The GMOP paired twenty historically underrepresented students with minority faculty and representatives from the University Graduate School in providing retention-focused workshops (library research skills, writing skills, and the overall graduate experience), and networking opportunities. The Williams Awards provided cash awards to students who best represented, through scholastic and community endeavors, a commitment to strengthening cultural diversity in higher education. Additionally, in partnership with our Center for Excellence in Writing, graduate students continue 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) continues its work in helping students voice concerns and ideas and provide feedback about the graduate community to its major stakeholders (UGS, SGA, GSA, etc).

GMOP scholarships will be awarded to incoming graduate students for Fall 2010 based on summer selections. These students will participate in a variety of workshops and programs to provide a solid foundation for their graduate studies. The programs will take place over the course of their first two semesters at FIU. Through these specific recruitment efforts and retention activities, the UGS has established itself as a resource for incoming, minority graduate students at both the master and doctoral levels. The UGS plans to increase outreach and support services to Black, Hispanic and female students.

ACADEMIC PROGRAM REVIEW- Student Services

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”²)

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

*Data gathered for **Spring 2010** enrolled students. Advising Services are available to all undergraduate students, therefore statistics presented below are based on Spring 2010 enrolled students.*

Gender Demographics

Degree Seeking Undergraduate Students

COLLEGE	FEMALE	MALE	NOT REPORTED	TOTAL
College of Architecture & the Arts	605	423		1,028
College of Arts & Sciences	7,216	5,112	7	12,335
College of Business Administration	3,188	3,244	1	6,433
College of Education	1,311	394		1,705
College of Engineering & Computing	616	2,963	1	3,580

²Definitions 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.

College of Nursing & Health Sciences	988	331		1,319
Robert Stempel College of Public Health and Social Work	687	159		846
School of Hospitality & Tourism Management	968	473		1,441
School of Journalism & Mass Communication	1,038	342		1,380
Grand Total	16,617	13,441	9	30,067
Percentage of Total (All Colleges)	55.27%	44.70%	0.03%	100%

Source: Spring 2010 Preliminary Student Instructional File

*Documented Visits to University Park and Biscayne Bay Campus
Undergraduate Studies Academic Advising Center
(During Summer 2009 - Spring 2010)*

Undergraduate Academic Advising Center	Female	Male	Total
Grand Total	8548	8068	16616
Percent of Total	51%	49%	100%

Ethnicity Demographics

Degree Seeking Undergraduate Students

COLLEGE	Native American	Asian	African American	Hispanic	White	Non-Resident Alien	Not Reported	Grand Total
College of Architecture & the Arts	2	28	59	695	188	50	6	1,028
College of Arts & Sciences	30	440	1,578	8,219	1,680	274	114	12,335
College of Business Administration	11	219	665	4,309	843	330	56	6,433
College of Education	3	34	246	1,135	252	26	9	1,705
College of Engineering & Computing	10	146	399	2,345	436	212	32	3,580
College of Nursing	2	82	216	865	125	16	13	1,319

& Health Sciences								
Robert Stempel College of Public Health and Social Work	2	30	233	438	114	19	10	846
School of Hospitality & Tourism Management	3	41	121	495	241	524	16	1,441
School of Journalism & Mass Communication	3	28	147	954	193	44	11	1,380
Grand Total	66	1,048	3,664	19,455	4,072	1,495	267	30,067
Percentage of Total (All Colleges)	0.22%	3.49%	12.19%	64.71%	13.54%	4.97%	0.89%	100%

Source: Spring 2010 Preliminary
Student Instructional File

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

College/School	Native American	Asian	Black	Hispanic	Not Reported	White	Total
Grand Total	10	324	883	5,168	53	1095	7,533
% 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. As noted in the tables above, FIU exceeds the HSI classification requirement, with a large minority population that included 65% Hispanic undergraduate enrollment and 12% Black undergraduate enrollment in Spring 2010, percentages that are typical for the institution on a given academic year. In addition, students' use of the Academic Advising Center was proportional to their ethnic representation: 67% of students using the Advising Center were Hispanic, comparable to their representation (65%) in the undergraduate student body.

2. Admission to Academic Program ^[1]

Each year the Office of Undergraduate Admissions implements a recruitment plan designed to provide educational opportunities for undergraduate students. This plan includes strategies to attract and enroll minority students by generating an applicant pool that reflects South Florida's demographics. FIU's Undergraduate Admissions

^[1] The universities shall define the "Academic Program" as admission to undergraduate status and admission to graduate status.

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:

High Schools with significant minority enrollments are visited several times a year, including targeted schools in Miami-Dade County. During these programs we extend to students and their families invitations to attend on-campus programs such as Open Houses, Panther Walks, and Campus Tours.

In the Fall of 2009, FIU's President and Enrollment Services staff began a community connection campaign in Miami's Liberty City area, whose population is predominantly Black.

Personalized communications are implemented to aid minority students throughout the admissions process.

College awareness programs are offered in venues that serve minority students. (e.g. churches, community agencies, sororities, etc.). There are several civic, social, religious and educational groups, which serve minority populations and are informed of our academic offerings through mailings, personal contact and college readiness and financial literacy programs. 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 schools 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. Some of these programs include, but are not limited to, 5,000 Role Models of Excellence, Upward Bound Program, Partners in Progress and Gear-Up.

Outstanding minority recruitment initiatives are used to promote university-wide scholarship opportunities to attract and enroll minority students. These opportunities include but not limited to the Office of Admissions Academic awards, Venture scholars, Golden Drum, MAPS Scholars Award and the Invitational Scholars award.

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 initially FIU's entry criteria are invited to accept admissions to both a local community college and FIU with the understanding that, should they complete their AA degree within three years, automatic admission to FIU will occur. In the meantime, while attending the community college, students have access to some of FIU's services as well as advising resources. To date, over 3,000 high school applicants have enrolled on the Dual Degree Program; over 200

candidates have completed their AA degree and transitioned to the university; another 500 candidates are expected to transition to the university by Fall 2010.

3. Health Services

University Health Services Demographic Data -- Office visits

Appointments/Office encounters (2008-2009)

(includes all clinic appointments and wellness center consultations):

Location	Male	Female	Total	% Male	% Female
University Park	5,595	14,053	19,648	28.48%	71.52%
Biscayne Bay	1,601	4,148	5,749	27.85%	72.15%
Both campuses -- Overall total	7,196	18,201	25,397	28.33%	71.67%

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

Category	Number	% of total
American Indian	36	00.14%
Asian	1,534	06.4%
Black	4,582	18.04%
Hispanic	10,304	40.57%
White	6,161	24.26%
Not reported	1,016	04.0%
Other	1764	6.94%
Total	25,397	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) ³

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport.

Club and Intramural Athletics Demographic Data 2008-2009

Intramural Sport Participants

Female	550
Male	1649
TOTAL	2199

Intramural Sports Participations

Female	2893
Male	12,691
TOTAL	15,584

Sport Clubs (15 clubs)

Female	49
Male	171
TOTAL	220

Analysis: The 4:1 male to female IM Sports participation ratio of the past 2 years changed this year to more resemble the national average of 3:1 (as shown in various National Intramural Recreation Sports {NIRSA} studies). Unfortunately this change was accompanied by a drop in the number of individual participants, but the total number of participations increased as participants played more contests in more sports.

³ 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.

Rural, residential campuses continue to have the most positive female IM Sports participation ratios. One of the largest factors that hinder participation at FIU is the commuter lifestyle for many students here. 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.

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
2007: National Avg*	76	27	37	34	44	\$3,365	\$2,848	\$3,759	\$4,433
2008: FIU Avg**	92	35	81	39	23	\$4,168	\$3,014	\$2,548	\$5,120
FIU/National Avg	1.21	1.29	2.18	1.14	n/a	1.23	1.05	0.80	n/a
80% Threshold	Yes	Yes	Yes	Yes	n/a	Yes	Yes	Yes	n/a

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

**Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010 (most recent institutional data submission to NCES)

The most recent national data for 2007 show that 76% of the full-time, first-time degree seeking undergraduates received aid. The institution exceeded the 80% rule in terms of percentage of total students aided (121%), students receiving federal grants (129%) and students receiving state grants (218%), and institution grants (114%).

Looking at the data for average amount of award the institution met or exceeded the 80% rule for all types of awards.

6. Housing

University Housing Demographic Data 2008-2009

	Fall 2008	Percent %	Fall 2009	Percent %
Occupancy Count	2759	100%	2651	100%

Gender	Fall 2008	Percent %	Fall 2009	Percent %
Females	1555	56.4	1465	55.25
Males	1204	43.6	1186	44.75

Ethnicity	Fall 2008	Percent %	Fall 2009	Percent %
White	730	26.46	667	25.17
Black	748	27.11	748	28.19
Hispanic	782	28.34	720	27.17
Asian	140	5.07	122	4.6
Native American	7	0.25	13	.49
Other	352	12.77	381	14.38

Analysis:

In Fall 2008, Housing utilization by gender is reflective of the University population as a whole, with 56% female and 44% male. The Fall 2008 ethnic breakdown of White, Black and Hispanic housing residents is 26% White, 27% Black and 28% Hispanic.

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 FIU's increase in the number of academic advisors.

Also important to retention and graduation is FIU's service and communication to students. The new Bridge Advisors program helps students make the transition from the lower division to their upper division majors. Bridge Advisors are placed in upper division Colleges and Schools and advise students planning to major in those academic areas on how to fulfill entrance requirements both in-person and through targeted email communications. Both lower and upper division students are helped to achieve academic success through the Center for Academic Success, which provides free tutoring in a number of subjects.

PART IV. GENDER EQUITY IN ATHLETICS

Each university shall prepare an annual update to the Gender Equity Plan and conduct an assessment of goal achievement in accordance with Florida Statue (Ch. 1006.71).

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

Element	Assessment	Area for improvement?
1. Sports offerings	Interest survey completed August 2009.	No
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Female Participation Rates does not mirror full-time undergraduate enrollment.	Yes
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Track and Field facility	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. Areas for Improvement

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.

Areas for improvement	Program for improvement	Timetable
Participation Rates	Female Participation Rates	Ongoing
Track and Field Facility	Track and Field	Ongoing

C. Basis for Compliance

Each university shall check one basis below for assuring that it is in compliance with the Florida Educational Equity Act.

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

2009-2010 Athletic Participation by Sport

COMPONENT 1	NUMBER OF PARTICIPANTS*					
	# Males		# Females		Total	
Varsity Teams	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
Baseball	31	30	0	0	31	30
Basketball	11	15	13	13**	24	28
Golf	0	0	7	5**	7	5
Softball	0	0	20	17	20	17
Swimming	0	0	21	23	21	23
Tennis	0	0	8	8	8	8
Track/Field & Cross Country	25	28	26	31	51	59
Volleyball	0	0	12	14**	12	14
Soccer	23	22	23	24	46	46
Football	91	90	0	0	91	90
Total Participants	181	185	130	135	311	320
% of Participants	58.1%	57.8%	41.8%	42.1%		

**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.*

*** 4 female international student-athletes were not cleared for competition by the NCAA prior to the first date of competition*

Enrollment Headcount by Academic Year and Gender

Academic Year		Female	Male	Not Rpt	Grand Total
2008-2009	HEADCOUNT & PERCENT OF TOTAL	27,330	20,765	79	48,174
		56.7%	43.1%		100.0%
2009-2010	HEADCOUNT & PERCENT OF TOTAL	25,591	19,370	143	48,174
		56.7%	43.0%		100.0%

Source: Student Data Course File provided by Institutional Research.

According to the following table, in Fall 2009, females were **56.7%** of students enrolled full-time at the university compared to **42.1%** 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 2008.

Female Enrollment Rates Compared to Participation Rates 08-09 and 09-10 by Gender

Women Athletes	2008-2009	2009-2010
Enrollment	56.7%	56.7%
Participation	41.8%	42.1%
Gap Variance	14.9%	14.6%

D. Program Overall Effectiveness

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 2009 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 2010 by in-person survey which will be conducted at all freshman orientation sessions 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 a proactive approach to inviting walk-ons to our female sports programs. Despite such efforts however, the department has continued to have lower participation rates of females as compared to males. Note: As indicated below the participation by sport chart we had 2 women's basketball, 1 volleyball and 1 golf female student-athlete not cleared for competition prior to the first date of competition which we cannot count towards our participant

numbers, They were all cleared relatively soon following the first competition thus further increasing the female participation numbers, We continue to increase the female numbers and decreased the gap each year.

In an effort to further address the disparity in participation rates however, strategies continue to be implemented and have been successful in narrowing the gap. 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.

Again, the Athletic Director reiterated the participant 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 .3% from 2008-2009 to 2009-2010. Due to the continued efforts of the coaching staff and Department of Intercollegiate Athletics Administration, the participation numbers in men's sports also reduced by the same .3% percentage in the same year.

The department has made a tremendous stride in addressing the inadequate locker room facilities for our basketball, volleyball and soccer programs. The renovation/expansion is currently in progress to provide brand new locker rooms for women's and men's basketball, women's and men's soccer and volleyball will be significantly upgraded. Although athletic facilities continue to be an area that needs improvement the addition of the 12,000sf weight training facility for all our student-athletes provides us with a state-of-the-art fully equipped strength and conditioning facility. In addition construction is set to begin on 3,000sf softball batting cage to provide the team a covered building for a safe training area during inclement weather. As highlighted several facility improvements are completed or in-progress to address the needs of our student-athletes but generally, the facility constraints we have are not gender related but are experienced by all participants equally.

The track continues to be an area for ongoing review. The track was removed as a result of the construction of the football stadium in 2007. The men's and women's team are currently training at a local HS track located 2 ½ miles from the campus. The department purchased three 15 passenger vans to assist in the team's transportation to and from the track facility. The Department is exploring the feasibility of changing the orientation of the current soccer field to accommodate a track. Several companies have reviewed the area at our current soccer stadium and identify the area as appropriate for building a track/soccer facility. Quotes for the construction that have been secured are in the 3.5 million dollar range. This major capital project will not be done at this time due to lack of available funding.

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

PART V. Employment Representation

The basis for the Employment data is the IPEDS Fall Staff report completed annually with data captured in October, final version prepared mid-January. Charts 1 – 4 of **TAB 5** notes race and gender representation within:

Chart 1. Category Representation – Tenured Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2009	7	27	0	61	62	275	0	118	432
Number, Fall 2008	8	25	0	62	66	275	0	127	436
Percentage Change From Fall 2008 to 2009	-12.5%	8%	N/A	-1.6%	-6.1%	0.0%	N/A	-7.1%	-0.9%
Number, Fall 2004	0	27	1	51	63	308	0	128	450
Percentage Change From Fall 2004 to 2009	N/A	0%	-100%	19.6%	-1.6%	-10.7%	N/A	-7.8%	-4.0%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2009, 2008 and 2004

Analysis of the employment representation for tenured faculty demonstrates a total increase of 5.6% in the employment of ethnic/racial protected classes, and a decrease in females of 7.8% compared to an overall decrease in tenured faculty of 4%. While we do not believe this is a statistically significant decrease at this time we will continue to monitor this trend closely. The representation of Blacks in this category remained the same for 2009 compared to Fall 2004, while total faculty for the university in this category decreased by an N=18.

Chart 2. Category Representation – Tenure-Track Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2009	44	13	1	26	20	97	0	83	201
Number, Fall 2008	56	18	1	23	25	87	0	84	210

Percentage Change From Fall 2008 to 2009	-21.4%	-27.8%	0%	13%	-20.0%	11.5%	N/A	-1.2%	-4.3%
Number, Fall 2004	0	18	0	40	15	105	0	65	178
Percentage Change From Fall 2004 to 2009	N/A	-27.8%	N/A	-35%	33.3%	-7.6%	N/A	27.7%	12.9%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2009, 2008 and 2004

Analysis of the employment representation for tenure-track faculty demonstrates a significant increase of 33% for Hispanics in this category when Fall 2004 is compared with Fall 2009. This analysis also indicated a significant decrease in Blacks of nearly 28% and a significant decrease for Asian/Pacific-Islander (A/PI) of 35%. We will monitor this trend closely as decisions regarding new faculty hires are made.

Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2009	11	15	0	9	38	118	0	97	191
Number, Fall 2008	8	13	0	8	32	110	0	90	171
Percentage Change From Fall 2008 to 2009	37.5%	15.4%	N/A	12.5%	18.8%	7.3%	N/A	7.8%	11.7%
Number, Fall 2004	0	10	1	9	23	98	0	66	141
Percentage Change From Fall 2004 to 2009	N/A	50%	-100%	0.0%	65.2%	20.4%	N/A	47.0%	35.5%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2009, 2008 and 2004

Analysis of the employment representation for this category demonstrates a 44% increase in ethnic/racial protected classes from Fall 2004 to Fall 2009. Females in this

category also fared significantly well with an increase of 47%. Overall the institution did quite well demonstrating an increase in Blacks by an N=5 and an increase in Hispanics by an N=15. The number of Asian/Pacific Islanders remained steady while the number of AI/AN decreased by an N=1.

Chart 4. Category Representation – Executive/Administrative/Managerial									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2009	10	61	1	24	246	265	1	351	608
Number, Fall 2008	13	56	1	24	224	253	0	327	571
Percentage Change From Fall 2008 to 2009	-23.1%	8.9%	0%	0%	9.8%	4.7%	N/A	7.3%	6.5%
Number, Fall 2004	0	55	0	16	133	232	0	221	436
Percentage Change From Fall 2004 to 2009	N/A	10.9%	N/A	50%	85%	14.2%	N/A	58.8%	39.4%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2009, 2008 and 2004

(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 62.7%. Females also represented quite well with an overall growth of 58.8% across the five-year span of Fall 2004 to Fall 2009.

PART VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT 2009-2010

Areas of Improvement Identified in June 2009 Report

JOB GROUP #	DISCIPLINE	GOAL	RANK	RACE	GENDER
20	Business Management & Law - Tenured Faculty	1	03		FEMALE
23	Health/Urban Affairs-Tenured Faculty	1	01	MINORITY	
31	Science & Mathematics - Tenure-Earning Faculty	1	03		FEMALE
33	Social Science-Non Tenure-Earning Faculty	1	04		FEMALE
34	Social Science-Tenure-Earning Faculty	2	03	MINORITY	FEMALE
40	Performing & Visual Arts - Tenure-Earning Faculty	1	03		FEMALE

Achievement Report, June 2010

JOB GROUP #	DISCIPLINE	ACHIEVEMENT	RANK	RACE	GENDER
20	Business Management & Law - Tenured Faculty	1	03		FEMALE
23	Health/Urban Affairs-Tenured Faculty	1	01	MINORITY	
31	Science & Mathematics - Tenure-Earning Faculty	1	03		FEMALE
33	Social Science-Non Tenure-Earning Faculty	1	04		FEMALE
34	Social Science-Tenure-Earning Faculty	2	03	MINORITY	FEMALE
40	Performing & Visual Arts - Tenure-Earning Faculty	0	03		FEMALE

The University used the funding from the Budgetary Incentive Plan to address the areas of improvement. We have put more resources into targeted publications, used web-based recruitment tools and on-line job announcements, specifically with minority publications. We have also solicited the use of search firms to assist us in hard to recruit areas and stressed an emphasis on recruitment in minority areas. These initiatives have assisted in minority growth over the last several 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.

As demonstrated on Equity Report TAB 6, 5 of the 6 areas for improvement were achieved. Five females and 3 other minorities were hired. All goals were initially achieved but one was not able to relocate so another candidate was ultimately hired. In our continuing efforts of improvement, the following areas are goals for 2010-11:

Discipline	Rank	Race	Gender	Goal
Science & Mathematics - Tenure-Earning Faculty	03	Minority	Female	2
Social Science-Non Tenure-Earning Faculty	04		Female	1
Social Science-Tenure-Earning Faculty	03	Minority	Female	2
Performing & Visual Arts -Tenure-Earning Faculty	03		Female	1

PART VII. Protected Class Representation in the Tenure Process, 2008-2009

Assessment of Tenure Process

Of the total 21 faculty eligible for tenure review, four (19%) were female. Of females, 25% were Hispanic, 50% were Black, and 25% were Asian; three of the four females (75%) were successful in obtaining tenure. Of males, 29% were Asian, 12% were Black and 6% were Hispanic; 15 of the 17 (88%) males were successful in obtaining tenure. One of the 17 male candidates withdrew his application for tenure.

PART VIII. Promotion and Tenure Committee Composition, 2008-2009

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.

In light of severe budget reductions that the University has faced over the past few years, the University has continued supporting the use of resources for the Equity Accountability Plan. One of these initiatives is funding to support minority hires in Academic Affairs or window of opportunity lines. 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 also continued to use their resources more effectively and continue to advertise in targeted publications, used web-based recruitment tools and on-line job announcements, specifically with minority publications. We have also solicited the use of search firms to assist us in hard to recruit areas and stressed an emphasis on

recruitment in minority areas. These initiatives have assisted in minority growth over the last several 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.

The FIU Access and Equity Award is presented to a faculty or staff member who has consistently demonstrated efforts exceeding his or her job responsibilities to promote and ensure diversity and inclusiveness. Nominees must demonstrate their commitment to promoting a diverse and inclusive work environment by participating in diversity activities, working with the community, and or promoting improvement in the upward mobility for racial and ethnic minorities, women and persons with disabilities. The cash prize of \$1,000 and the plaque encourages leadership in diversity in accordance with the University’s mission.

Table A: 2009-10 Budgetary Incentive Plan

Estimated Expenditures	2009-10 Projected	2009-10 Actual	2010-11 Projected
Window of Opportunity Lines	\$1,278,000	\$1,275,000	\$1,275,000
Faculty Advertising	\$ 5,000	\$ 10,000	\$ 15,000
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’s 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 along with the goals for approval during the Fall Board meeting. The goals established for fiscal year 2009-2010 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 of results for fiscal year 2009-10 goals as this customarily occurs at the Fall Board meeting.

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 last year’s results.

FIU has a comprehensive annual assessment program for all senior administrators. Each chairperson, dean, vice provost, 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.

The 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, 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.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Personnel Committee**

May 20, 2010

SUBJECT: Approval of Resolution Requesting an Amendment to the Employment Agreement for President Mark B. Rosenberg

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of a Resolution requesting an amendment to the Employment Agreement for President Mark B. Rosenberg.

Background Information:

The BOT is the public employer of all employees of the University and the BOT is charged with entering into all agreements on behalf of the University.

The employment agreement between the BOT and President Mark B. Rosenberg became effective August 3, 2009. Paragraph 3.2 of the Employment Agreement is being amended to change the period of the President’s evaluation and submission of the University goals and objectives from fiscal year to academic year and to update the name of the pertinent committee of the Board.

Supporting Documentation:

Resolution Requesting an Amendment to the Employment Agreement for President Mark B. Rosenberg

Proposed Amendment to the Employment Agreement between the FIU Board of Trustees and President Mark B. Rosenberg

Facilitator/Presenter:

Kenneth Jessell

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Personnel Committee**

May 20, 2010

**SUBJECT: Resolution Requesting an Amendment to the Employment Agreement for
President Mark B. Rosenberg**

AMENDMENT TO EMPLOYMENT AGREEMENT

This Amendment to the Employment Agreement (“Amendment”) is entered into this ____ day of June 2010 by and between The Florida International University Board of Trustees (“Board”) and Dr. Mark B. Rosenberg (“Dr. Rosenberg”).

WITNESSETH

WHEREAS, the Board and Dr. Rosenberg entered into an Employment Agreement on August 3, 2009;

WHEREAS, the Board and Dr. Rosenberg desire to amend the Employment Agreement on the terms provided below;

NOW THEREFORE, in consideration of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledge by the parties, the parties hereby agree as follows:

1. Paragraph 3.2 of the Employment Agreement is being amended to change the period of the President’s evaluation and submission of the University goals and objectives from fiscal year to academic year and to update the name of the pertinent committee of the Board. Therefore, Paragraph 3.2 is hereby deleted in its entirety and replaced with the following language:

3.2 For each academic year of the Institution, which runs for a twelve-month period currently beginning August of each year, at times determined by the Board or a committee of Board, Board or a committee of Board shall meet with Dr. Rosenberg to evaluate and discuss his performance utilizing the process described herein which is consistent with any applicable Florida laws and regulations. By no later than September 30, 2010 and each September 30th thereafter, Dr. Rosenberg shall provide to the Personnel Committee of the Board (the “Committee”) a list of proposed goals and objectives for the twelve-month academic year beginning in August. The Committee and Dr. Rosenberg shall discuss Dr. Rosenberg’s goals and objectives, after which time the Committee and Dr. Rosenberg shall agree upon goals and objectives for the academic year. The agreed upon goals and objectives shall be presented to the Board at its next regularly scheduled meeting for final approval. Said goals and objectives shall be directed towards achieving the University’s strategic plan.

On or before September 30 of each calendar year, Dr. Rosenberg shall initiate the evaluation process for the academic year that began in August of the previous calendar year by submitting to the Committee a self-appraisal of such period's performance. This appraisal shall address Dr. Rosenberg's performance related to each of the goals and objectives determined the preceding September. After Dr. Rosenberg has submitted this self-appraisal, the Committee shall evaluate Dr. Rosenberg's performance during the academic year based on his achievement of the mutually agreed upon specified goals and objectives and such other criteria as the Committee deems appropriate. To aid the Committee in its annual evaluation, Dr. Rosenberg agrees to furnish such oral and written reports as may be reasonably requested by the Committee. The Committee shall provide Dr. Rosenberg with a written assessment of its evaluation. The Committee shall present its written assessment and recommended performance rating to the Board for its approval. The Board and Dr. Rosenberg shall agree on his goals and objectives for the 2009-2010 academic years no later than October 15, 2009.

2. Except as amended hereby, all other terms and conditions of the Agreement shall remain the same and are hereby ratified and reaffirmed.

IN WITNESS WHEREOF, Dr. Mark B. Rosenberg and the authorized representative of the Institution have executed this Agreement on this ____ day of June, 2010.

The Florida International University
Board of Trustees

Dr. Mark B. Rosenberg

By: _____
Albert E. Dotson, Sr.
Chair

By: _____
Dr. Mark B. Rosenberg

3.0 Term of Appointment; Evaluation; Renewal.

3.1 The appointment of Dr. Rosenberg as President under this Agreement shall commence on August 3, 2009 and shall terminate on August 3, 2014 subject, however, to prior termination as provided for in this Agreement (the period commencing on August 3, 2009 and ending on Dr. Rosenberg's last day as President shall be known as the "Term").

3.2 For each ~~fiscal-academic~~ year of the Institution, ~~which runs for a twelve-month period currently beginning August of each year, (currently running from July 1 to June 30) that ends during the Term beginning with the fiscal year ending on June 30, 2010,~~ at times determined by the Board or a committee of Board, ~~Board or a committee of Board~~ shall meet with Dr. Rosenberg to evaluate and discuss his performance utilizing the process described herein which is consistent with any applicable Florida laws and regulations. By no later than ~~June-September~~ 30, 2010 and each ~~June-September~~ 30th thereafter, Dr. Rosenberg shall provide to the ~~Compensation Personnel~~ Committee of the Board (the "Committee") a list of proposed goals and objectives for the twelve-month ~~fiscal academic~~ year beginning ~~on in July 1 August~~. The Committee and Dr. Rosenberg shall discuss Dr. Rosenberg's goals and objectives, after which time the Committee and Dr. Rosenberg shall agree upon goals and objectives for the ~~fiscal-academic~~ year. The agreed upon goals and objectives shall be presented to the Board at its next regularly scheduled meeting for final approval. Said goals and objectives shall be directed towards achieving the University's strategic plan.

On or before ~~June 1-September 30~~ of each calendar year, Dr. Rosenberg shall initiate the evaluation process for the ~~fiscal-academic~~ year that began ~~on in July 1 August~~ of the previous calendar year by submitting to the Committee a self-appraisal of such period's performance. This appraisal shall address Dr. Rosenberg's performance related to each of the goals and objectives

determined the preceding ~~July~~September. After Dr. Rosenberg has submitted this self-appraisal, the Committee shall evaluate Dr. Rosenberg's performance during the ~~academic~~fiscal year based on his achievement of the mutually agreed upon specified goals and objectives and such other criteria as the Committee deems appropriate. To aid the Committee in its annual evaluation, Dr. Rosenberg agrees to furnish such oral and written reports as may be reasonably requested by the Committee. The Committee shall provide Dr. Rosenberg with a written assessment of its evaluation. The Committee shall present its written assessment and recommended performance rating to the Board for its approval. The Board and Dr. Rosenberg shall agree on his goals and objectives for the 2009-2010 academic year no later than October 15, 2009.

3.3 Board, in its sole discretion, may offer to extend this Agreement for additional periods upon the terms and conditions contained in this Agreement or upon such additional or different terms as may be agreed upon, in writing, by Dr. Rosenberg and Board, including the salary and other benefits. Dr. Rosenberg and the Chair of Board shall meet no later than June 30, 2013 to discuss the possibility of an extension of this Agreement. The contract extension shall be formalized in an agreement no later than October 1, 2013.

4.0 Salary.

4.1 For all services rendered under this Agreement, University shall pay Dr. Rosenberg during the Term an annualized salary of four hundred and seventy-five thousand dollars (\$475,000) plus any applicable across-the-board salary increases provided to other senior administrators on or after the Effective Date. The annual salary will be payable in equal bi-weekly installments. In the event Dr. Rosenberg elects to waive any portion of his salary for a period of time, his annualized salary shall be reduced accordingly for the period of the waiver.

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