



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

Wednesday, June 6, 2012

1:30 p.m.

Florida International University  
Modesto A. Maidique Campus  
MARC International Pavilion

**Committee Membership:**

Michael M. Adler, *Chair*; Mayi de la Vega; Claudia Puig

**Liaison:**

Marcos A. Perez, *Foundation Board of Directors*

**AGENDA**

- |   |                  |
|---|------------------|
| 1. Call to Order and Chair's Remarks                              | Michael M. Adler |
| 2. Approval of Minutes  | Michael M. Adler |
| 3. Action Item  |                  |
| P1. University Equity Report                                      | Jaffus Hardrick  |
| 2011-12 Enrollment, Gender Equity in Athletics, and<br>Employment |                  |
| 4. New Business ( <i>If Any</i> )                                 | Michael M. Adler |
| 5. Concluding Remarks and Adjournment                             | Michael M. Adler |

*Next Personnel Committee Meeting is scheduled for Wednesday, September 5, 2012*

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

June 6, 2012

**Subject: Approval of Minutes of the Meeting held August 17, 2011**

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**Proposed Committee Action:**

Approval of Minutes of the Personnel Committee meeting held on Wednesday, August 17, 2011 at the Modesto A. Maidique Campus, Charles Perry (Primera Casa), room 521.

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**Background Information:**

Committee members will review and approve the Minutes of the Personnel Committee Meeting held on Wednesday, August 17, 2011 at the Modesto A. Maidique Campus, Charles Perry (Primera Casa), room 521.

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**Supporting Documentation:** Personnel Committee Meeting Minutes: August 17, 2011

**Facilitator/Presenter:** Committee Chair Michael M. Adler

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**FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**PERSONNEL COMMITTEE**  
**MINUTES**  
**AUGUST 17, 2011**

**1. Call to Order and Chair's Remarks**

The Florida International University Board of Trustees' Personnel Committee meeting was called to order by Committee Chair Joseph L. Caruncho on Wednesday, August 17, 2011, at 11:58 a.m. at the Modesto A. Maidique Campus, Primera Casa, room 521.

The following attendance was recorded:

***Present:***

Joseph L. Caruncho, *Chair*

Michael M. Adler, *Vice Chair (participated telephonically)*

Claudia Puig

FIU Board of Trustees Chairman Albert Maury, Trustees Sukrit Agrawal and Thomas A. Breslin and President Mark B. Rosenberg were also in attendance.

Committee Chair Caruncho welcomed everyone in attendance to the meeting. He also welcomed FIU Foundation Director Marcos A. Perez to the meeting, noting that he graciously agreed to serve as the Foundation liaison to the Committee. Committee Chair Caruncho added that the Committee will benefit greatly from Director Perez' wealth of experience, which not only spans the health care industry but also includes his prior service at FIU as President Modesto A. Maidique's chief of staff and subsequently Vice President for Administration and then ultimately leading the Division of External Relations. On behalf of the Committee, Chairman Caruncho thanked Foundation Treasurer Richard Brilliant for his prior service as liaison to the Board of Trustees Personnel Committee.

On behalf of the Committee, Chair Caruncho congratulated President Mark B. Rosenberg and the University's administration on the recent *Chronicle of Higher Education* survey results that named FIU as one of the best colleges in the nation to work for, noting that FIU won honors in the diversity category.

## **2. Approval of Minutes**

Committee Chair Caruncho asked that the Committee approve the Minutes of the Meeting held on June 7, 2011. A motion was made and passed to approve the Minutes of the Personnel Committee Meeting held on Tuesday, June 7, 2011.

## **3. Items for Committee Action and Review**

### **P1. President's Management Report, 2010-2011**

President Mark B. Rosenberg presented a self-appraisal report of the 2010-11 academic year's performance, delineating the achievements relative to each of the Board-approved goals.

### **P2. President's Management Review, 2010-2011**

Committee Chair Caruncho led the discussion on the President's Management Review, 2010-2011, requesting that President Rosenberg excuse himself from this portion of the meeting. He noted that this action was strictly voluntary and that no one present was required to exit the meeting during the discussion. The Committee discussed the President's performance during the 2010-11 academic year based on his achievement of the mutually agreed upon goals. Chair Caruncho further noted that on behalf of the Committee, he would present a written assessment and recommended performance rating for Board consideration.

The Committee members noted that the University Foundation raised 64% of the intended fundraising target for the 2010-11 academic year, adding that the unmet goal can be attributed to the current economic climate in the region that has negatively impacted philanthropic giving. Members commended President Rosenberg for his outstanding leadership and remarkable outreach efforts. Members also recognized the University's ability to address the students' needs, while safeguarding the strategic initiatives and priorities during these years of declining state revenues.

A motion was made and passed that the FIU Board of Trustees Personnel Committee recommend for Board of Trustees' approval a "Superior" performance rating to President Mark B. Rosenberg for his leadership of Florida International University during the 2010-2011 academic year.

### **P3. University Goals Report, 2011-2012**

President Rosenberg presented the proposed University Goals report for the 2011-12 academic year for Committee review, noting that the *Worlds Ahead* Strategic Plan serves as the road map for the University through academic year 2015. He added that the Strategic Plan identifies a five year path to implement the mission and achieve the vision of FIU. He stated that efforts will be focused on achieving initiatives in four overarching themes: Revitalize and expand FIU's infrastructure and financial base; Achieve enhanced student learning and academic excellence; Enhance quality, quantity and impact of research and creative initiatives; and Engage with the community in collaborative problem solving.

#### **P4. University Goals, 2011-2012**

Committee Chair Caruncho led the discussion on the University Goals for the 2011-12 academic year. Committee members agreed that the proposed goals exemplify the University's uncompromising commitment to providing a leading student-centered learning experience while also reaffirming FIU's efforts to engage with the community in collaborative problem solving.

A motion was made and passed that the FIU Board of Trustees Personnel Committee recommend for Board of Trustees' approval the University Goals for the 2011-12 academic year.

#### **4. New Business**

*No new business was raised.*

#### **5. Concluding Remarks and Adjournment**

With no other business, Committee Chair Joseph L. Caruncho adjourned the meeting of the Florida International University Board of Trustees' Personnel Committee on Wednesday, August 17, 2011, at 12:38 p.m.

*Trustee requests:*

*There were no Trustee requests.*

*MB  
9.22.11*

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Personnel Committee**  
June 6, 2012

**SUBJECT: University Equity Report**

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**Proposed Committee Action:**

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

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**Background Information:**

In accordance with Florida Board of Governors Regulation 2.003, Equity and Access, Florida International University has prepared an annual Florida Equity Report for 2011-2012 that encompasses enrollment, gender equity in athletics, and employment.

The BOT must approve the annual University's Equity Report prior to submission to the Florida Board of Governors.

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

Florida Board of Governors Regulation 2.003 Equity and Access (5) provides that each university shall prepare an annual Florida Equity Report in accordance with this regulation and reporting guidelines established by the Board of Governors Office.

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**Supporting Documentation:** University Equity Report  
2011-12 Enrollment, Gender Equity in Athletics, and  
Employment

**Facilitator/Presenter:** Jaffus Hardrick

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# 2012 FLORIDA EDUCATIONAL EQUITY ACT REPORT



2012



# Florida Educational Equity Act Report: Enrollment, Gender Equity in Athletics, and Employment

**Report Year 2011 – 2012**

Approved by University Board of Trustees:

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Albert Maury, Chairman

Date

Approved by University President:

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Mark B. Rosenberg, President

Date

**Submitted by:**

Shirlyon J. McWhorter, Esq., Director  
Equal Opportunity Programs & Diversity-PC 215

Florida International University

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Date sent:

# FLORIDA EDUCATIONAL EQUITY ACT REPORT 2011-2012

## Table of Contents

<b>PART I</b>	<b>EXECUTIVE SUMMARY .....</b>	<b>4</b>
<b>PART II</b>	<b>POLICIES AND PROCEDURES IN SUPPORT OF EQUITY.....</b>	<b>8</b>
<b>PART III</b>	<b>ACADEMIC PROGRAM REVIEWS.....</b>	<b>9</b>
	Chart 1. First-Time-in College (FTIC) Enrollment, Fall 2011 and Early Admits	
	Chart 2. Florida College System Associate of Arts (A.A.) Degree Transfers, Fall 2011 and Summer Continuing into Fall 2011	
	Chart 3. Retention of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2010 or Summer 2010 Continuing into Fall, After One Year	
	Chart 4. Graduation Rate of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2005 or Summer 2005 Continuing into Fall, After Six Years	
	Chart 5. Bachelors Degrees Awarded, Annual Year 2010-2011	
	Chart 6. Masters Degrees Awarded, Annual Year 2010-2011	
	Chart 7. Doctoral Degrees Awarded, AY 2010-2011	
	Chart 8. First Professional Degrees Awarded, AY 2010-2011	
<b>PART IV</b>	<b>GENDER EQUITY IN ATHLETICS .....</b>	<b>25</b>
	Chart 1. Gender Equity in Athletics Update	
	Chart 2. Gender Equity in Athletics Areas for Improvement	
<b>PART V</b>	<b>EMPLOYMENT REPRESENTATION .....</b>	<b>28</b>
	Chart 1. Category Representation – Tenured Faculty	
	Chart 2. Category Representation – Tenure-Track Faculty	
	Chart 3. Category Representation – Non Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities	
	Chart 4. Category Representation – Executive/Administrative/Managerial Employees	
<b>PART VI</b>	<b>AREAS OF IMPROVEMENT AND ACHIEVEMENT .....</b>	<b>31</b>
<b>PART VII</b>	<b>PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS, 2010-2011 .....</b>	<b>33</b>
<b>PART VIII</b>	<b>PROMOTION AND TENURE COMMITTEE COMPOSITION, AY 2010-2011 .....</b>	<b>34</b>
<b>PART IX</b>	<b>OTHER REQUIREMENTS .....</b>	<b>35</b>
	A. Budgetary Incentive Plan	
	B. President’s Evaluation Process and Results, if required	
	C. Top Administrators’ Evaluation Process and Results, if required	

## PART I. Executive Summary

Florida International University (FIU) submits the 2011-2012 Florida Equity Report that encompasses enrollment, gender equity in athletics, and employment as required by the Florida Educational Equity Act [Section 1000.05 F.S.] and the Florida Board of Governors Regulation 2.003. The Enrollment and Employment reports focus on women and members of four race/ethnic protected classes: Black non-Hispanic (B); Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN).<sup>1</sup>

Of the 47,966 students who currently attend FIU, approximately 56% are females and 44% males. FIU's dynamic student body reflects the vibrant diversity of South Florida:

61% Hispanic  
15% White Non-Hispanic  
13% Black Non-Hispanic  
4% Asian or Pacific Islander  
7% Other minority groups  
56% Female  
44% 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 is ranked first in the U.S. for granting bachelor's degrees to minorities, and ninth in granting master's degrees to minorities (among the top 100 universities), according to *Diverse Issues in Higher Education* (2011). FIU is also first in the nation in awarding science, technology, engineering, and math degrees to minorities. FIU produces over 1,500 minority graduates in those fields annually (2011). 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 and 2011 survey conducted by *Hispanic Outlook in Higher Education*. Currently, we are ranked second in the nation for master's and doctoral degrees awarded in Engineering to Hispanics and number one in master's and doctoral degrees awarded in Business to Hispanic (NCES-IPEDS degrees granted in 2011).

### Academic Program Review - 2010-2011 Goals and Results

#### Undergraduate Participation

##### **Goal:**

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

##### **Results:**

In Fall 2010, 84.4% of the First Time in College (FTIC) students at FIU were under-represented minorities. There was a notable decrease in Fall 2011 to 80.9% of full-time FTICs students from under-represented groups. Although FIU exceeds the 80% benchmark of under-represented FTIC minorities, we are working on recruiting measures to ensure these numbers increase over the next 5 years. The percentage of Black FTIC students is showing slight setback this year at the university. In

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<sup>1</sup> IPEDS terminology for protected classes was utilized.

Fall 2010, a 10.1% Black FTIC was observed. In the Fall 2011, this percentage has decreased to 9.8%.

### Graduate Participation

#### **Goal:**

Increase the proportion of research doctorates awarded to Black students by 0.5% each year so that by 2014-2015 Black students will represent 18% of research doctorates awarded to domestic students.

#### **Results:**

A total of 148 research doctoral degrees were conferred for the AY 2010-2011. Black students represented 9.5% of the total doctoral degrees awarded, an increase from 5.3% in AY 2009-2010 which represents an increase from 6 to 14 degrees conferred. Seventy-one percent of these 2010-2011 recipients were females. Research doctorates awarded to Black females increased from 3 in AY 2009-2010 to 10 in AY 2010-2011. Black students represented 8.7% of the total doctoral enrollment in fall 2011. After careful evaluation of our data, we have identified recruitment and retention of Black students as a primary goal for our graduate programs.

#### **Goal:**

To identify the most promising recruiting venues for the recruitment of talented Hispanic and African-American students.

#### **Results:**

University Graduate School (UGS) representatives attended four McNair Research Conferences and four minority specific professional organization conferences (Southern Regional Education Board, Society for the Advancement of Chicanos and Native Americans in Science, Emerging Research National Conference in STEM, and the McKnight Fellowship Orientation) for the purpose of recruiting underrepresented graduate students. UGS has identified the most promising recruiting venues for 2012-2013, including several McNair Research Conference(s) and specific Hispanic Serving Institutions (HSI) and Historically Black Colleges & Universities (HBCU) graduate fairs, to include the Hispanic Association of Colleges and Universities (HACU) national conference, Annual Biomedical Research Conference for Minority students (ABRCMS) and Emerging Research National Conference in STEM (Science, Technology, Engineering, Math). Recruitment initiatives are also under-way to continue expanding and strengthening the presence of FIU in minority-populated markets.

#### **Goal:**

Increase academic and financial support of African-American and Hispanic graduate students.

#### **Results:**

The Graduate Minority Opportunity Program (GMOP) has been revised to actively target retention and success of incoming graduate Black and Hispanic students. For AY 2011-2012, GMOP funded 30 first-time graduate students: 60% Hispanic, 30% Black and 10% Asian. Mentoring, professional development and academic support activities were structured to increase engagement level of this group. UGS is also an active member of the Florida Education Fund (FEF) McKnight Doctoral Fellowship program. The McKnight Fellowship program is designed to increase the number of Black and Hispanic students that complete a doctoral degree. The current retention rate of McKnight fellows at FIU is 80%. Thirty-one McKnight fellowships have been awarded to FIU graduate students since 1984, and we have an incoming cohort of seven fellows for AY 2012-2013.

## Gender Equity in Athletics

### Goal:

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

### Results:

The university continues to make progress with this goal. In addition to our continued efforts of proactively inviting walk-ons to our female sports programs, this year the new National Collegiate Athletic Association (NCAA) women's sport of sand volleyball was added to our program. In effort to further address the disparity in participation rates, these strategies continue to be implemented and have been successful in narrowing the gap. Such strategies include: adding the women's sport, 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.

Table A: 2010-2011 Female Athletes Participation Rates

WOMEN ATHLETES	2010-11 AY*	2011-12 AY*	GAP DIFFERENCE
Enrollment*	56.3%	56.1%	-0.2%
Participation	42.9%	43.7%	0.6%

\*Source: Student Data Course File (OPIE)

## Employment

### Goal:

The university has set an overall goal of increasing the cultural and gender diversity of its faculty and staff. Specifically, the following goals are made to increase employment diversity:

Table B: 2010-2011 Equity Goals

DISCIPLINE	GOAL	RANK	RACE	GENDER
Science & Mathematics - Tenured/Tenure-Earning Faculty	1	03	Minority	M
Science & Mathematics - Tenured/Tenure-Earning Faculty	2	03	Minority	F
Science & Mathematics - Tenured/Tenure-Earning Faculty	1	03		F
Science & Mathematics - Non-Tenure-Earning Faculty	1	03	Minority	F
Social Science - Tenured/Tenure-Earning Faculty	3	04	Minority	F
Social Science - Tenured/Tenure-Earning Faculty	2	04		F
Social Science - Non Tenure-Earning Faculty	2	03		F
Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1	03		F



Table C: 2011-2012 Outcome for Equity Report

DISCIPLINE	ACHIEVEMENT	RANK	RACE	GENDER
Science & Math - Tenured/Tenure-Earning Faculty	12	03	Minority	M
Science & Math - Tenured/Tenure-Earning Faculty	7	03	Minority	F
Social Science - Tenured/Tenure-Earning Faculty	7	03	Minority	M
Social Science - Tenured/Tenure-Earning Faculty	2	03	Minority	F
Social Science - Non Tenure-Earning Faculty	2	04	Minority	M
Social Science - Non Tenure-Earning Faculty	8	04	Minority	F
Social Science - Non Tenure-Earning Faculty	5	04		F
Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1	03	Minority	M
Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1	03		F

## 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	Office of the Provost and Academic Budget Office
VIII	Promotion and Tenure Committee Composition	Office of the Provost, 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 prohibition policies and reporting procedures are updated on the webpage on an annual basis and widely dissemination to the university community.

### **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, gender, 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.

### **Policies and Procedures**

#### **Accommodation of Employees with Disabilities**

<http://hr.fiu.edu/uploads/EOPD/Disability.pdf>

#### **Non-Discrimination Policy & Discrimination Complaint Procedures**

<http://regulations.fiu.edu/regulation>

#### **Accommodations at University Sponsored Public Events for Persons with Disabilities**

[http://hr.fiu.edu/uploads/file/Acc\\_Pu\\_Events.pdf](http://hr.fiu.edu/uploads/file/Acc_Pu_Events.pdf)

#### **AIDS Policy**

<http://hr.fiu.edu/uploads/file/AIDS.pdf>

#### **Language in the Workplace**

[http://hr.fiu.edu/uploads/EOPD/Lang\\_Work.pdf](http://hr.fiu.edu/uploads/EOPD/Lang_Work.pdf)

#### **Processing of Discrimination Complaints Filed with External Compliance Agencies**

<http://hr.fiu.edu/uploads/EOPD/Discrimination.pdf>

#### **Sexual Harassment/Educational Equity Grievance Procedure**

[http://hr.fiu.edu/uploads/EOPD/Sex\\_Hars.pdf](http://hr.fiu.edu/uploads/EOPD/Sex_Hars.pdf)

## 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 students in a protected class: female, the four protected class race/ethnic codes; in addition, they display official total including white, non-resident alien, and not reported. Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report. Measures of equity in TAB 3 with charts are:

### Program Area: UNDERGRADUATE STUDENTS

#### ENROLLMENT

Benchmarks for enrollment of 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 (FTIC) Enrollment, Fall 2011 and Early Admits

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2011 and Early Admits										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Total
Men	55	176	1	60	1,307	8	186	115	16	1,924
Women	53	232	1	61	1,522	6	158	183	24	2,240
Total	108	408	2	121	2,829	14	344	298	40	4,164
Category % of Total	2.6%	9.8%	0.0%	2.9%	67.9%	0.3%	8.3%	7.2%	1.0%	100.0%

Source: IPEDS 2011-12 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students.

A = Asian

AI/AN = American Indian/Alaskan Native

B = Black or African American

H = Hispanic or Latino

NRA = Non-resident alien

W = White

Unk = Unknown

NH/OPI = Native Hawaiian or Other Pacific Islander

#### 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 2011.

#### Data Assessment:

Last year, 84.4% of the FTIC students at FIU were under-represented minorities. In the Fall 2011, this percentage slightly decreased to 80.9% of full-time FTIC students from under-represented groups. Therefore, FIU slightly exceeds the 80% benchmark on percent of under-represented FTIC minorities.

#### Targeted Improvement:

Staff from the Undergraduate Admissions Office visits high schools with significant minority enrollment several times a year to recruit. One of our strategies this year was to visit high schools in

Miami-Dade County at least twice. In fact, some high schools received 60% more time with our staff than they did in previous years. During these visits we extended invitations to students and their families to attend on-campus programs such as Open Houses, Panther Walks, and Campus Tours.

Chart 2. Florida College System Associate of Arts ( A.A.) Degree Transfers, Fall 2011 and Summer Continuing into Fall 2011

	NRA	B	AI/AN	A	H	NH/0PI	W	≥ Two Races	Unk	Total
Men	168	194	3	32	758	3	199	19	23	1,399
Women	231	306	3	36	1,063	1	198	29	31	1,898
Total	399	500	6	68	1,821	4	397	48	54	3,297
Category % of Total	12.1%	15.2%	0.2%	2.1%	55.2%	0.1%	12.0%	1.5%	1.6%	100.0%

*Source: IPEDS 2011-12 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 degrees in Arts (AA) graduates from the Florida College System (community colleges) and others.<sup>2</sup> The most recent report represents the post-graduation placement of A.A. graduates from 2009/2010. Specifically, this report represents the number of A.A. graduates, by race, which enrolled in public universities within the State of Florida. These statewide outcomes provide the benchmark for comparison.

**Data Assessment:**

According to the most recent FETPIP report, 25,882 A.A. graduates from 2009/2010 enrolled in Florida public universities. This cohort consisted of 41.4% minority students in the following racial groups: 3.7% Asian, 13.3% Black, 24.0% Hispanic, and .004% American Indian. In comparison, 72.8% of full-time A.A. transfers at FIU in Fall 2011 were minority students consisting of 2.1% Asian, 15.2% Black, 55.2% Hispanic, 0.2% American Indian, and 0.1% Hawaiian or Other Pacific Islanders.

**Targeted Improvement:**

No targeted improvements are required for this group.

**RETENTION**

Chart 3. Retention of Full-Time FTICs Entering Fall 2010 or Summer 2010 and Continuing into Fall after One Year

	NRA	B	AI/AN	A	H	NH/0PI	W	≥ Two Races	Unk	Female	Male	Total
Cohort	50	448	2	137	2,579	2	430	70	39	2,080	1,667	3,757
Category % of Total	1.3%	11.9%	.1%	3.6%	68.6%	.1%	11.4%	1.9%	1%	55.4%	44.6%	100%
After 1 year	41	331	2	118	2,181	2	326	47	34	1,739	1,343	3,082
Retention	82%	73.9%	100%	86.1%	84.6%	100%	75.8%	67.1%	87.2%	83.6%	80.1%	82%

<sup>2</sup> <http://www.fldoe.org/fetpip/>

Rate														
Source: IPEDS 2011-12 Part A, Fall enrollment by race, ethnicity, and gender. Column 2, Transfer-In														

**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 report

**Data Assessment:**

The 2011 ACT Retention Trend reported that 77.9% of the first year students who enrolled in a public PhD-granting university in Fall 2010 returned to their universities for a second year in Fall 2011. FIU’s overall first-year retention rate of 82.0% is 4.1% higher than the national average for public PhD granting universities, and 1.7% higher than the PhD Private University with an average of 80.3%. FIU’s under-represented student groups do especially well compared to the first-year retention rate (77.9%) of the Public PhD cohort. FIU’s Hispanic and Asian students (84.6% and 86.1% retention, respectively) have higher retention rates than the overall national average, exceeding it by 6.7% and 8.2%, respectively. FIU’s Black students (73.9%) have a 4% lower rate than the national average for all students (majority and minority in classification), and there were too few American Indian students in the cohort (n=2) to be reviewed.

**Targeted Improvement/Intervention:**

No targeted improvements are required for this group. However, overall FIU retention dropped by 0.8% compared to last year, closely matched by a 0.7% drop in the national Public PhD retention rate. Also, FIU Hispanic and Black student retention also dropped compared to the previous year: 0.9% and 1.2%, respectively. These declines require closer investigation, though the fact that they are similar to national rate declines suggests non-FIU-specific factors at work. Asian students, in contrast, showed an increase in the retention with a rate of 6.6%.

With an eye on improving on-time graduation rates as well as first year retention, FIU has now embarked on its most ambitious effort to reshape the university around student success. The eight key elements compromising this initiative are listed under the strategy to improve FIU’s six-year graduation rates.

## GRADUATION

Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2005 or Summer 2005 and Continuing into Fall After Six Years

	NRA	B	A/AN	A	H	NH/OPI	W	More	Unk	Female	Male	Total
Cohort	99	515	4	153	2,536	0	642	8	21	2,263	1,715	3,978
Category % of Total	2.5%	12.9%	0.1%	3.8%	63.8%	N/A	16.1%	0.2%	0.5%	56.9%	43.1%	100.0%
After 6 years												
Number of Graduates	53	160	1	71	1,181	0	244	5	7	1,109	613	1,722
Percent Graduated	53.5%	31.1%	25.0%	46.4%	46.6%	N/A	38.0%	62.5%	33.3%	49.0%	35.7%	43.3%
Category % Graduated	3.1%	9.3%	0.1%	4.1%	68.6%	N/A	14.2%	0.3%	0.4%	64.4%	35.6%	100.0%
Number Retained	57	224	1	93	1,564	0	301	7	8	1,345	910	2,255
Percent Retained	57.6%	43.5%	25.0%	60.8%	61.7%	N/A	46.9%	87.5%	38.1%	33.8%	22.9%	56.7%
Category % Retained	2.5%	9.9%	0.0%	4.1%	69.4%	N/A	13.3%	0.3%	0.4%	59.6%	40.4%	100.0%

Source: Preliminary Numbers from BOG Retention File

### 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 11.4% of the 2004 full-time FTIC cohort, and were 8.8% of the graduating cohort indicating a graduation rate falling 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 11.4% of the original cohort and 9.3% of those retained, a rate somewhat consistent with the overall University retention rate.

### Data Assessment:

1. Six-year graduation rate - according to the National Center for Education Statistics First Look, Fall 2010 report<sup>4</sup> page 17, Table 7 - 56% of undergraduates attending public 4-year Title IV institutions graduated with a baccalaureate degree within six years. FIU's 43.3% six-year graduation rate is 12.7 percentage points below the national average, or 77.3% of the national average. However, FIU's six-year graduation rates for its two largest under-represented student groups are at least 80% of the national averages for 4-year public institutions: Black students 31.1% FIU versus 38.3% national (81% overlap); and Hispanic students 46.6% FIU versus 47.8% national (97.5% overlap). The American Indian/Alaska Native group with only four students is not large enough for meaningful statistical comparison. FIU's two largest percentage point gaps are with student groups who have the highest graduation rates

<sup>4</sup> <http://nces.ed.gov/pubs2012/2012280.pdf>

nationally: Asian students 46.4% FIU versus 66.2% national (70.1% overlap) and White non-Hispanics with 38% FIU versus 58.9% national (64.5% overlap).

2. Percent of ethnicity graduating compared to its percent of the cohort – for Hispanic and Asian students, the percentage of graduates within six years met or exceeded the percentage each group represented in the entering FTIC cohort in 2005: Hispanic students made up 63.8% of the cohort but 68.6% of graduates; Asian students were 3.8% of the cohort but 4.1% of graduates. The American Indian/Alaska Native group with only four students is not large enough for a meaningful statistical comparison. Black students were 12.9% of the initial cohort but only 9.3% of the graduates, an overlap of 72.1%, less than the benchmark of 80%, placing this group outside the acceptable margin.
3. Percentage of ethnicity retained – FIU met or exceeded the 80% margin for Hispanic and Asian student groups, but not for Black students (76.7) retained in the seventh year within the entering FTIC cohort in 2005.

Targeted Improvements/Interventions: The Graduate Success Initiatives (GSI), a significant realignment of the university structure, policy and practice are being developed to address FIU's decline in six-year graduation rates. The GSI includes seven key elements, which are identified below. In addition, the University is investing in major innovations in math education:

1. Graduation Success Initiative:
  - a. Admit students directly into their major.
  - b. Admit undecided students to Undergraduate Education, with the primary mission of assisting them to determine a viable major within 45 credits.
  - c. Every admitted student should have a viable path to graduation; hence alternative programs are being created for selective admissions majors and interdisciplinary majors for students electing to combine disciplines in order to achieve their career objectives.
  - d. Implement an on-line tracking system (eAdvising) with critical indicators in each major to identify students as “on” or “off” track based on their performance in courses that have been identified as predictors of on-time graduation in their major; GPA; timely progress to degree, and other indicators of academic progress.
  - e. Place accountability for retention and graduation within each school or college in a manner that encourages continual student guidance into the appropriate program for their success.
  - f. Fund Colleges and Schools on a planned enrollment basis.
  - g. Give high priority and funding to Student Academic Support Services.

This massive university-wide transformation is based on proven strategies at Arizona State University, the University of Florida, and other successful universities across the country. FIU has dedicated significant resources to this project and is on track to complete it for the cohort entering in Fall 2012.

## Mathematics Education Innovations

FIU's gateway math courses have had failure rates of up to 70%, contributing to student drop-out. Over the last three years, the math department has tested several significant pedagogical changes to math instruction, with good results. In Fall 2012, the Mathematics Department will roll out two very significant changes in math instruction:

1. The department has received university funding to implement a Mathematics Emporium Computer Lab approach to teaching high failure rate introductory mathematics courses, following two years of successful pilot testing; and
2. The department will include an additional lower-level course in its math sequence to bring the FIU curriculum into alignment with the math sequence used in other state universities. These changes are expected to increase passing rates up to 20%, and to increase retention and graduation rates by up to 20%, and to increase retention and graduation rates.

Chart 5. Bachelor's Degrees Awarded, Annual Year 2010 - 2011

	NRA	B	AI/AN	A/OPI	H	W	Unk	T
Men	191	274	3	85	1,694	408	20	2,684
Women	284	490	1	132	2,462	537	33	3,953
Total	475	764	4	217	4,156	945	53	6,637
Category % of Total	7.2%	11.5%	0.1%	3.3%	62.6%	14.2%	0.8%	100.0%

*Source: IPEDS Completions 2011-12 report (degrees awarded AY 2010-11), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.*

### Benchmark for Data Assessment:

The benchmarks selected for bachelor's degrees awarded are the number and percent of under-represented students at FIU awarded baccalaureate degrees compared to the number and percent of BA/BS degrees awarded to under-represented students in the rest of the State University System (SUS). FIU endeavors to be the top grantor of baccalaureate degrees to under-represented students in the state and to have 80% of its graduates be under-represented students.

### Data Assessment:

In 2010-11, 53,392 baccalaureate degrees (first major) were awarded to undergraduates throughout the SUS. FIU awarded 6,267 bachelor's degrees, of which 4,892 or 78% were to Black, Hispanic, Asian or American Indian students. FIU graduated the most under-represented students in the SUS (i.e., 4,892, next highest was UF at 2,854), and had the second highest percentage of under-represented students (its 78% was second to Florida Agricultural and Mechanical University (FAMU), which had 95%). FIU met its goals of graduating the highest number of under-represented students in the SUS and was close to its goal of having a graduating baccalaureate class that was 80% under-represented students.

Within the SUS, FIU was first in the state in number of Hispanic baccalaureate graduates (3,919), fifth in Black graduates (720), fourth in Asian graduates (241), and tied for seventh place for American Indian graduates (12).

On the national level, FIU holds a competitive ranking among the top colleges and universities graduating students from under-represented ethnic groups. *Hispanic Outlook in Higher Education*



*Magazine*<sup>5</sup> in May 2011 ranked FIU as the top producer in the United States for baccalaureate, master's, and doctoral degrees to Hispanic students. Similarly, the 2012 *Diverse Issues in Higher Education*<sup>6</sup> notes that FIU is one of the top producers of African-American baccalaureates in the U.S., ranging from first in the nation to 44<sup>th</sup> (varying by major) in the number of its graduates. Seven academic programs at FIU, including finance, engineering, and health professions, are among the top 20 university programs nationally in terms of their production of African American baccalaureates.

Targeted Improvement:

No targeted improvements are identified for this area.

**Program Area: GRADUATE STUDENTS**

Chart 6. Master's Degrees Awarded, Annual Year 2010 - 2011

	NRA	B	AI/AN	A	H	NH/O PI	W	≥ Two Races	Unk	T
Men	263	97	1	35	451	0	188	9	11	1055
Women	278	242	0	60	649	0	265	11	11	1516
Total	541	339	1	95	1100	0	453	20	22	2571
Category % of Total	21%	13.2%	0%	3.7%	42.8%	N/A	17.6%	0.8%	0.9%	100.0%

Source: IPEDS Completions 2011-12 report (degrees awarded AY 2010-11), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

Data Assessment of Master's Degrees Awarded

A total of 2,571 master's degrees were conferred during the AY 2010-2011 (Chart 6). 1,516 master's degrees were awarded to women (58.9%) compared to 1,055 master's degrees awarded to men (41.0%). The gender proportion of master's degrees conferred in AY 2010-2011 closely reflects that of male/female population of the total FIU student body (56.1% female and 43.8% male). Hispanic females represented the largest gender-specific fraction, 25.2% of the total number of master's degrees awarded for AY 2010-2011. White and Black females represented 10.3% and 9.4% of masters degrees awarded in AY 2010-2011, respectively.

In comparison with AY 2009-2010, both female and male students made gains in the total number of master's degrees awarded such that the proportion of degrees awarded to females held steady at 60%. For the AY 2010-2011, 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 2009-2010.

Hispanic students were awarded the largest number of master's degrees, with 1,100 conferrals representing 42.8% of the total number of master's degrees awarded last year. Non-resident alien (NRA) students accounted for the second largest fraction, 21% of the total number of master's degrees awarded in the AY 2010-2011. A total of 339 master's degrees were awarded to Black students, representing 13.2% of all degrees awarded. Asian/Pacific Islander students accounted for

<sup>5</sup> <http://www.hispanicoutlook.com/top100.htm>

<sup>6</sup> <http://diverseeducation.com/top100/>

3.7% of the total master's degrees conferred. White students were awarded 17.6% of all degrees conferred. One master's degree was conferred to an American Indian/Alaska Native student.

Small gains were made in master's degrees awarded to Black students, 339 or 13.2% in AY 2010 – 2011 compared to 291 or 12.4% in AY 2009-2010. The number of degrees awarded to Black females increased from 213 in AY 2009-2010 to 242 in AY 2010-2011. In addition, the number of degrees awarded to Black males also increased from 78 in AY 2009-2010 to 97 in AY 2010-2011.

Chart 7. Doctoral Degree - Research Awarded, AY 2010-2011

	NRA	B	AI/AN	A	H	NH/O PI	W	≥ Two Races	Unk	T
Men	35	4	0	1	16	0	15	0	0	71
Women	26	10	0	5	13	0	22	1	0	77
Total	61	14	0	6	29	0	37	1	0	148
Category % of Total	41.2%	9.5%	N/A	4.1%	19.6%	N/A	25.0%	0.7%	N/A	100.0%

*Source: IPEDS Completions 2011-12 report (degrees awarded AY 2010-11), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.*

**Data Assessment of Doctoral Degrees Awarded:**

A total of 148 research doctoral degrees were conferred for the AY 2010-2011 (Chart 7), up from 114 doctoral degrees conferred for the AY 2009-2010. The majority of doctoral degrees (52.0%) were awarded to female students.

The most dramatic increases from AY 2009-2010 were in the number of doctoral degrees being awarded to females: research doctorates awarded to Black females increased from 3 in AY 2009-2010 to 10 in AY 2010-2011, and research doctorates awarded to White females increased from 12 in AY 2009-2010 to 22 in AY 2010-2011. The number of doctoral degrees awarded to Hispanic males also increased from 10 in AY 2009-2010 to 16 in AY 2010-2011.

NRA students (41.2%) and Hispanic students (19.6%) together made up 60.8% of the total number of doctoral-degree recipients. Hispanic students had a slight percentage decrease in the proportion of doctoral-degree conferrals (2.3%) from AY 2009-2010. Doctoral degrees were awarded to 37 White students, or 25.0% of the total number of doctoral degrees awarded. Black students represented 9.5% of the total doctoral degrees awarded, an increase from 5.3% in AY 2009-2010. Asian/Pacific Islander students earned 4.1% of the doctoral degrees, which was approximately the same as AY 2009-2010. No doctoral degrees were recorded for the American Indian/Alaska Native group during the AY 2010-2011.

Chart 8. Doctoral Degree - Professional Awarded, AY 2010-2011

	NRA	B	AI/AN	A	H	NH/O PI	W	≥ Two Races	Unk	T
Men	1	9	0	2	45	0	47	0	3	107
Women	1	8	0	4	62	0	36	3	5	119
Total	2	17	0	6	107	0	83	3	8	226
Category % of Total	0.9%	7.5%	N/A	2.7%	47.3 %	N/A	36.7 %	1.3%	3.5%	100.0 %

### Data Assessment of First Professional Degrees Awarded

For AY 2010-2011, the designation of “Professional Doctorates” represents degrees awarded through the College of Law (JD) and the College of Nursing and Health Sciences (DPT-Doctorate Physical Therapy) (Chart 8). Two hundred and twenty-six degrees were awarded under the professional doctorate category.

Males represent 47% and females 52% of the degree recipients. Hispanic students represented the largest group with 47.3% of degree recipients. White students represented the second largest group with 36.7% of degree recipients. Black students represented 7.5% of the degrees awarded. There were no degrees granted to American Indian/Alaska Natives. NRA and Asian/Pacific Islander students represent a small fraction (< 5%) of the professional degrees awarded.

### Targeted Improvement

FIU makes a significant contribution to the total number of graduate degrees awarded nationally to resident Hispanic and Black students. Currently, we are ranked second in the nation for master’s and doctoral degrees awarded in Engineering to Hispanics and number one in master’s and doctoral degrees awarded in Business to Hispanic (NCES-IPEDS degrees granted in 2011).

Gains were made in master’s degrees awarded to Black females from 213 in AY 2009-2010 to 242 in AY 2010-2011 and Black males also increased from 78 in AY 2009-2010 to 97 in AY 2010-2011. The percentage of research doctoral degrees that were awarded to Black students increased from 5.3% in AY 2009-2010 to 9.5% in AY 2010-2011, which represents an increase from 6 to 14 degrees conferred. Seventy-one percent of these 2010-2011 recipients were females. Black students represented 8.7% of the total doctoral enrollment in Fall 2011. After careful evaluation of our data, we have identified recruitment and retention of Black students as a primary goal for our graduate programs, specifically in the areas of Science, Technology, Engineering, and Mathematics (STEM). We are particularly focused on increasing the number of Black students participating and completing research doctoral degrees. A secondary goal is the recruitment and retention of Hispanic doctoral students. The percentage of research doctoral degrees awarded to Hispanic students (21.9%) is much lower than the percentage of master’s degrees awarded to Hispanic students (43.3%) at FIU.

The UGS is exploring initiatives to increase doctoral-degree productivity of Black students to be more representative of the general population. UGS plans to establish better mechanisms for assessing and mentoring Black and Hispanic students to help with the timely completion of their graduate degrees. The Graduate Minority Opportunity Program (GMOP) has been revised to actively target retention and success of incoming graduate Black and Hispanic students. For AY 2011-2012, GMOP funded 30 first-time graduate students 60% Hispanic, 30% Black and 10% Asian. Mentoring, professional development and academic support activities were structured to increase engagement level of this group. UGS is also an active member of the Florida Education Fund (FEF) McKnight Doctoral Fellowship program. The McKnight Fellowship program is designed to increase the number of Black and Hispanic students that complete the doctoral degree. The current retention rate of McKnight fellows at FIU is 80%. Thirty-one McKnight fellowships have been awarded to FIU graduate students since 1984. We have an incoming cohort of seven fellows for AY 2012-2013.

### Targeted Goals

For AY 2010-2011, Black students represented approximately 16.0% of FIU doctoral degrees awarded to US residents. Our goal is to increase the proportion of research doctorates awarded to

Black students by 0.5% each year so that by 2014-2015 Black students will represent 18% of research doctorates awarded to domestic students. Approximately 33.3% of FIU doctoral degrees conferred during the AY 2010-2011 to US residents were awarded to Hispanic students. Our goal is to increase the proportion of research doctorates awarded to Hispanic students by 1.0% each year so that by 2014-2015 Hispanic students will represent 38% of research doctorates awarded to domestic students. Resources will be focused on recruitment and retention efforts.

## **Recruitment**

UGS representatives attended several conferences and professional fairs for the purpose of recruiting prospective underrepresented graduate students. UGS has identified the most promising recruiting venues for 2012-2013, including several McNair Research Conference(s) and specific Hispanic Serving Institutions (HIS) and Historically Black Colleges & Universities (HBCU) graduate fairs, to include the Hispanic Association of Colleges and Universities (HACU) national conference, Annual Biomedical Research Conference for Minority students (ABRCMS) and Emerging Research National Conference in STEM. Recruitment initiatives are being developed to continue expanding and strengthening the presence of FIU in minority-populated markets. As a result of our recent recruitment activities, FIU will have seven new McKnight Fellows starting in Fall Semester 2012. McKnight Fellows, who are Black or Hispanic doctoral students, are supported by the Florida Education Fund (FEF). They will receive a \$10,000 enhancement and a medical insurance supplement from the UGS at FIU. UGS also awarded its five institutionally funded FIU McNair Graduate Fellowships to new students starting in Fall Semester 2012.

## **Retention**

The UGS funded several initiatives aimed at retaining minority graduate students and graduate students during the AY 2010-2011. The Graduate Minority Opportunities Program (GMOP) and the McNair Graduate Fellowship Award assisted in the retention of Black and Hispanic students. The GMOP provided a \$2,000 award to thirty historically underrepresented students with and provided retention-focused workshops (library research skills, writing skills, and the overall graduate experience), and networking opportunities. Additionally, in partnership with our Center for Excellence in Writing, Center for Leadership and Service and the Library graduate students received assistance with graduate-level writing via workshops and one-on-one tutoring. FIU McNair Fellows (largely URM students pursuing a master's or doctoral degree) are fully supported by UGS during the first half of their graduate education and supported by their graduate program during the second half in the form of a graduate assistantship.

For the 2012-2013 AY, UGS will host a welcome reception for all of its McKnight and McNair fellowship recipients to provide the opportunity of networking with their mentors and UGS leadership who will provide academic support throughout their graduate experience. In addition, UGS will provide additional recruitment funds, through the Recruitment Enhancement Initiative, to academic units who specifically develop recruitment plans that include plans for recruiting underrepresented minority students. 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. In addition, UGS was recently selected to be a partner researcher in the NSF sponsored Council for Graduate School (CGS) Doctoral Initiative for Minority Attrition and Completion (DIMAC) project. Participation in this study will provide UGS with data that can be used to improve retention and recruitment practices geared toward Black and Hispanic graduate students.

## 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. Academic Advising

Currently (and for the past several years), FIU is utilizing a 2+2 advising model. All first-time-in-college (FTIC) students receive centralized academic advising in the Undergraduate Education Academic Advising Center. Once those students have completed the majority of the general education requirements and the appropriate prerequisites for their respective majors, they are referred to the respective college for advisement through certification for graduation. All incoming transfer students who have earned more than 30 credits are also referred directly to their respective college and receive academic guidance through graduation. The only exception to this existing policy has been with those students who are pursuing design or performance-based degrees through the College of Architecture and the Arts. Those students receive all of their advising from their college/department from admission through graduation.

Part of what facilitated this current model is the fact that students are admitted to the university as “pre-majors” and are not eligible for full admission to their respective majors until they have earned at least 60 credit hours and completed necessary requirements (courses, GPA, etc.) Beginning with the students who are entering FIU in Summer of 2012, all FIU students will be admitted directly to their respective majors. As such, we will be moving away from the 2+2 advising model since students will begin receiving academic advising from their college/department upon admission to the university. The one exception to this will be those students who have not identified a major. These students will be admitted to one of our Exploratory Studies majors and receive advising from the Undergraduate Education Academic Advising Center until they identify an appropriate major.

As a part of this initiative, the University has been reviewing our current student-to-advisor ratios to ensure that they are both manageable (for both advisors and students) and align with the standards that have been identified by the National Academic Advising Association. In an effort to achieve a ratio of 300 students per academic advisor (as a maximum), several academic advisors have been added since 2009. There have also been resources allocated to continue adding academic advisors over the next few years to achieve the above objective. Some of the current and projected ratios (which also take into account planned enrollment growth) are provided below:

Academic Year	University-Wide Student/Advisor Ratio
2010-2011	550:1
2011-2012	526:1
2012-2013	452:1
2013-2014	401:1
2014-2015	379:1

#### Equity within Advising

All students at FIU have equal access to utilize academic advising services at FIU. We are committed to ensuring equitable treatment for all students and to employ a diverse staff of academic advisors who can serve as guides and mentors for our diverse student population.

Within the Undergraduate Education Academic Advising Center, we track all student visits and feel confident that the demographics of our advising visits mirror the demographic breakdown of our student population. Students who are “at-risk” (more specifically, those students with cumulative grade point averages below 2.0) are required to meet with an academic advisor prior to registering each semester. All other students participate in academic advising on a voluntary basis through appointments and on a ‘walk-in’ basis.

### Advising and Support Websites

General Advising and Graduation Success Reference: [gsi.fiu.edu](http://gsi.fiu.edu)

First-Year Advising: [undergrad.fiu.edu/advising](http://undergrad.fiu.edu/advising)

Center for Academic Success: [undergrad.fiu.edu/cas](http://undergrad.fiu.edu/cas)

Center for Excellence in Writing: [writingcenter.fiu.edu/](http://writingcenter.fiu.edu/)

Contact Information for all Academic Majors/Programs: [mymajor.fiu.edu](http://mymajor.fiu.edu)

## **2. Admission to Academic Program**

Each year the Undergraduate Admissions Office implements a recruitment plan designed to provide educational opportunities for undergraduate students. This plan includes strategies that attract and enroll minority students by generating an applicant pool that reflects South Florida’s demographics. FIU’s Undergraduate Admissions Office supports and collaborates with programs university-wide, and in the community, that aim to enhance college readiness of minority students. These efforts were enhanced in the 2011-2012 year through closer and more frequent collaboration with the Miami Dade ETO (Educational Transformation Office), and more frequent targeted efforts with Miami Northwestern High School.

Our work this year has included the following:

Several times a year, staff in the Undergraduate Admissions Office visits high schools with significant minority enrollment. This year’s strategies included making visits to every high school in Miami-Dade County at least twice. This was accomplished, and in fact, some high schools had more than 60% more time with our staff than last year. During these programs we extend to students and their families invitations to attend on-campus programs such as Open House, Panther Walks, and Campus Tours. We also took time to introduce financial aid tips to them.

Schools in Miami’s Liberty City continue to be a priority for the Undergraduate Admissions Office, driven by University President Mark Rosenberg’s desire to have us more engaged. The Liberty City population is primarily African-American and there has been more dedicated staff time in the area and special banners created for the schools to reflect FIU’s commitment to them.

Personalized communications are implemented to aid minority students throughout the admissions process. This year we added targeted phone calls to reach out to all students in the ETO schools. This year the Director of Admissions made personal visits to most of the ETO schools to meet with the Principals and guidance staff. These visits augmented the regularly scheduled visits by recruitment staff that are done at least twice a year.

College readiness meetings occur in venues that serve minority students. (e.g., churches, community agencies, sororities, etc.). Several civic, social, religious and educational groups, which serve minority populations 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 early intervention work.

Minority students are recruited through collaborative relationships with the University’s various pre-college programs. 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 conducting workshops, seminars and campus tours throughout the academic year with them. 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 merit scholarship opportunities to attract and enroll minority students. These opportunities include, but are not limited to, the Office of Admissions Academic awards, Venture Scholars, Golden Drum, Multicultural Programs and Services (MAPS) Scholars award and the Invitational Scholars award. The University has, and will continue to offer full-tuition merit scholarships to African-American applicants who qualify as a National Achievement Scholarship finalist.

In Fall 2006, FIU established a new approach to access for South Florida students through its collaborative Dual-Degree Program. The name of the program was changed to Dual-Admission Program in 2012 to better reflect the program’s intent. Instead of denying applicant’s entry to the University, some students who do not meet initially FIU’s entry criteria are invited to accept admissions to one of four local community colleges and FIU. Once they complete their AA degree, within a three year window, they have a guaranteed and seamless admission to FIU. In the meantime, while attending the partner college, students have access to some of FIU’s services as well as advising resources. To date, over 5,000 high school applicants have enrolled in the Dual-Admission Program. Over 200 candidates have completed their AA degree and transitioned to the university during the program’s six year history.

### 3. Health Services

Demographic Data for Appointments/Office Encounters (2010-2011)

Location	Male	Female	Other	Total	% Male	% Female	% Other
Modesto A. Maidique	8241	18759	186	27186	30.31%	69.00%	0.68%
Biscayne Bay	1815	6031	22	7868	23.07%	76.65%	0.28%
Both campuses -- Overall total	10056	24790	208	208	28.69%	70.72%	0.59%

**Analysis:** The gender ratio of patients seen at the University Health Services (UHS) 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	50	0.14%
Asian	2093	5.97%
Black	5919	16.89%
Hispanic	15566	44.41%

White	7582	21.63%
Not reported	2275	6.49%
Other	1569	4.48%
Total	35054	100.00%

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

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

##### Demographic Data for 2010-2011

	FIU 2009/2010		FIU 2010/2011	
	# Teams	%	# Teams	%
<b>Intramural Sport Teams</b>				
Female	54	15%	88	15%
Male	270	75%	443	76%
Co-Rec	36	10%	55	9%
<b>Total</b>	<b>360</b>	<b>(+3%)</b>	<b>586</b>	<b>(63%)</b>
<b>Intramural Sport Participants<sup>4</sup></b>				
Female	570	21%	895	19%
Male	2,104	79%	3,818	81%
<b>Total</b>	<b>2,674</b>	<b>(+22%)</b>	<b>4,713</b>	<b>(+76%)</b>
<b>Intramural Sport Participations<sup>5</sup></b>				
Female	2,942	17%	3,388	18%
Male	14,434	83%	15,893	82%
<b>Total</b>	<b>17,376</b>	<b>(+11%)</b>	<b>19,281</b>	<b>(+11%)</b>
<b>Sport Club Participants</b>				
	15 total clubs	21 total clubs		
Female	45	21%	127	33%
Male	170	79%	261	67%
<b>Total</b>	<b>215</b>	<b>(-2%)</b>	<b>388</b>	<b>(+80%)</b>

The number of teams in 2010-2011 increased by 63% over 2009-2010 totals. Increases were in sports with larger rosters such as flag football. FIU shows a larger percentage of men's teams than any of the 3 national categories. FIU shows a percentage of women's teams in a similar range as those in the 3 national categories. FIU shows a much smaller percentage of co-rec teams than the 3 national categories. While a smaller percentage of women participated in 2010-2011, they had more participation, meaning they actually played in more games than the previous year. The Sport Club numbers increased due primarily to the addition of women's rugby and having a full cheerleading squad.

<sup>4</sup> Number of individuals on all teams and those participating in non-team sports like tennis (which do not appear in team totals)

<sup>5</sup> Number of contacts (i.e., the number of contests each individual participates in)



## 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, this office compares its full-time, first time degree seeking undergraduates receiving aid against the national average derived for four year public Title IV institutions. We strive to exceed 80% of the national average of students who receive federal, state and institutional aid. The chart below illustrates the University's favorable comparison when applying the 80% rule.

The most recent national data for 2009 shows that 79% 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 (112%), students receiving federal grants (145%), students receiving state grants (226%), and institution grants (124%).

### 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
2009: National Avg*	79	28	38	37	47	\$4,157	\$2,963	\$34,186	\$5,972
2010: National Avg*	89	52	86	46	28	\$6,393	\$3,055	\$1,431	\$5,202
FIU/National Avg*	1.112	1.85	2.26	1.24	n/a	1.53	1.89	0.34	n/a
80% Threshold	Yes	Yes	Yes	Yes	n/a	Yes	Yes	No	n/a

\*Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2007, Student Financial Aid component.

\*\*Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2011 (most recent institutional data submission to NCES)

Looking at the data for the average amount of award, the institution met or exceeded the 80% rule for federal grants, where Pell grants were increased in amounts and eligibility criteria expanded nationally. All other types of grants did not meet the 80% threshold. Increased need and enrollment put pressure on limited resources institutionally and the State further reduced funding for state aid.

## 6. Housing

### Student Housing Demographic Data- 2010-2011

	Fall 2010	Percent %	Fall 2011	Percent %
<b>Occupancy Count</b>	2825	100%	2766	100%

Gender	Fall 2010	Percent %	Fall 2011	Percent %
Females	1620	57.3%	1614	58.35%
Males	1205	42.7%	1152	41.65%

<b>Ethnicity</b>	<b>Fall 2010</b>	<b>Percent %</b>	<b>Fall 2011</b>	<b>Percent %</b>
White	580	20.5%	532	19.23%
Black	881	31.2%	906	32.75%
Hispanic	846	29.9%	791	28.6%
Asian	139	4.9%	172	6.22%
Native American	20	7.1	37	1.34%
Other	359	12.7	278	10.05%

Housing & Residential Life provides students with services, programs and resources to make home at FIU safe, exciting and vibrant. We strive to provide an environment that promotes personal growth, academic success and a sense of community without regard to race, color, religion, national origin, ancestry, gender, disability, or familial status. In Fall 2011, Housing utilization by gender is reflective of the University population as a whole, with 58% female and 42% male. The Fall 2011 ethnic breakdown of White, Black and Hispanic housing residents is 20% White, 31% Black and 30% Hispanic.

## PART IV. GENDER EQUITY IN ATHLETICS

### A. 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 Statute (Ch. 1006.71).*

Chart 1. Gender Equity in Athletics Update

Element	Assessment	Area for improvement?
1. Sports offerings	Survey completed October 2011	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Female participation rates are lower than undergraduate enrollment	Yes
3. Availability of facilities, defined as locker room, practice, and competitive facilities	Softball Grandstands	Yes
4. Scholarship offerings for athletes	Equitable	
5. Funds allocated for:		
a) the athletic program as a whole	Equitable	
b) administration	Equitable	
c) travel and per diem allowances	Equitable	
d) recruitment	Equitable	
e) comparable coaching	Three (3) men's sports have NCAA maximum allowable full-time coaches. Six (6) women's sports have NCAA maximum allowable coaching positions, but only one has the maximum with full-time employees, others are graduate students.	Yes
f) publicity and promotion	Equitable	
g) other support costs	Equitable	
6. Provision of equipment and supplies	Equitable	
7. Scheduling of games and practice times	Equitable	
8. Opportunities to receive tutoring	Equitable	
9. Compensation of coaches and tutors	Equitable	
10. Medical and training services	Equitable	
11. Housing and dining facilities/services	Equitable	

### 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.*

Chart 2. Gender Equity in Athletics Update – Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Participation Rates	Added the New NCAA Sport of Women’s Sand Volleyball	Official first season 2012-2013
Softball Stadium Facility	Receiving quotes for enhancing grandstand at softball facility	Completion 2014
Comparable Coaching	Women’s softball, soccer, and volleyball	Completion Fall 2013

### 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

Chart 3. 2011-2012 Athletic Participation by Sport

COMPONENT	NUMBER OF PARTICIPANTS*								
	Males			Females			Total		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Varsity Teams									
Baseball	30	35	39	0	0	0	30	35	39
Basketball	15	14	14	13*	12	14	28	26	28
Golf	0	0	0	5*	7	8	5	7	8
Softball	0	0	0	17	19	22	17	19	22
Swimming	0	0	0	23	23	26	23	23	26
Tennis	0	0	0	8	8	8	8	8	8
Track &Field & X Country	28	30	28	31	44	37	59	74	62
Volleyball	0	0	0	14*	14	14	14	14	14
Soccer	22	24	23	24	25	26	46	49	49
Football	90	99	98	0	0	0	90	99	98
Total Participants	185	202	202	135	152	155	320	354	354
% of Participants	57.8%	57.0%	57.0%	42.1%	42.9%	43.7%			
Fall 2011 EF2A Student Enrollment	19,370	23,956	20,977	25,591	31,070	26,922			
Percent Student Enrollment	43.0%	43.4%	43.7%	56.7%	56.3%	56.1%			

\*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.

Chart 4. Female Enrollment Rates Compared to Participation Rates 10-11 and 11-12

<b>Women Athletes</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>Gap Difference</b>
Enrollment	56.3%	56.1%	-0.2%
Participation	42.9%	43.7%	0.6%

According to the table above, in Fall 2011, females were 56.1% of students enrolled full-time at the university compared to 43.7% of female student athletes. This component remains out of compliance because of a gap of more than 5% between enrolled female full time, undergraduate students and the percentage of female student athletes enrolled in Fall 2011. However, while the University female student enrollment dropped slightly the participation of female student athletes increased by 0.6%.

The Department of Intercollegiate Athletics at Florida International University is committed to ensuring Title IX compliance. The annual interest survey results continue to indicate that the sports offerings are meeting the interests and abilities of our demographic and thus affirming the University is in compliance with the Florida Educational Equity Act (FEEA).

### **D. Program Overall Effectiveness**

The Department has continued to make tremendous efforts to address the disparity in participation rates of males versus females. In addition to our continued efforts of proactively inviting walk-ons to our female sports programs, this year the new NCAA women's sport of sand volleyball was added to our program. Despite all of these efforts, the department has continued to have lower participation rates of females as compared to males. In an effort to further address the disparity in participation rates, these strategies continue to be implemented and have been successful in narrowing the gap. Such strategies include: adding the women's sport, 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.

The department has made tremendous strides in addressing the inadequate locker room facilities for our basketball, volleyball and soccer programs. The renovation/expansion is complete and has provided brand new locker rooms for women's and men's basketball, women's and men's soccer and volleyball. In addition, construction was completed to renovate existing space to provide locker room facilities for the women's swimming and diving, track and field, and cross country teams. These programs previously have not had any permanent locker room facilities at FIU. Although athletic facilities continue to be an area that needs improvement, construction projects are planned to enhance facilities as funds are identified. Construction is set to begin to add electrical and install a lighting system in our 3,000 square foot softball batting cage. As highlighted, several facility improvements are completed or planned 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 actual amount of funds spent on women's and men's programs differs, but the quality of services for each program is equitable. The budget figures meet the needs of the programs.

The Department of Intercollegiate Athletics emphasizes excellence in academics, community involvement, and competition. All academic services (e.g., tutoring services, computer lab, academic advising) are available irrespective of gender to assist the student-athlete in achieving academic success. A learning specialist is employed and available to all student-athletes. Coaches play a key role in encouraging and monitoring student athletes in their academics.

## 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 through 4 note race and gender representation.

Chart 1. Category Representation – Tenured Faculty

Indicator	NRA	B	AI/AN	A	A/PI	H	NH/O PI	W	≥ Two More	NR	Female	Total
Number, Fall 2011	6	24	1	66	N/A	60	0	278	0	0	119	435
Number, Fall 2010	6	24	0	64	0	60	0	284	0	0	118	438
Percentage Change From Fall 2010 - 2011	0.0%	0.0%	N/A	3.1%	N/A	0.0%	N/A	-2.1%	N/A	N/A	0.8%	-0.7%
Number, Fall 2006	0	24	0	N/A	57	60	N/A	290	N/A	0	121	431
Percentage Change from Fall 2006- 2011	N/A	0.0%	N/A	N/A	N/A	0.0%	N/A	-4.1%	N/A	N/A	-1.7%	-1.8%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2011, 2010 and 2006												

### Data Assessment

Analysis of the employment representation for tenured faculty demonstrates there was not a significant increase in the number of tenured professors from the ethnic/racial protected classes. The same can be said from 2006-2011, with N=4 for all the classes. The University will work to increase these numbers in the future.

Chart 2. Category Representation – Tenure-Track Faculty

Indicator	NRA	B	AI/AN	A	A/PI	H	NH/O PI	W	≥ Two more	NR	Female	Total
Number, Fall 2011	41	12	1	41	N/A	16	0	109	0	0	94	220
Number, Fall 2010	39	10	1	31	0	20	0	95	0	0	84	196
Percentage Change From Fall 2010- 2011	5.1%	20.0%	0.0%	32.3%	N/A	20.0%	N/A	14.7%	N/A	N/A	11.9%	12.2%
Number, Fall 2006	0	22	0	N/A	38	17	N/A	98	N/A	0	59	175
Percentage Change from Fall 2006-2011	N/A	45.5%	N/A	N/A	N/A	-5.9%	N/A	11.2%	N/A	N/A	59.3%	25.7%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2011, 2010 and 2006												

### Data Assessment

Analysis of the employment representation for tenure-track faculty demonstrates the progress the University has made in recruiting the ethnic/racial protected classes from 2010-2011 as evidenced by the increases in the Asian and female populations. There was a slight decline in the amount of Hispanic and Black professors between 2006-2011. However, the University is committed to advertising career opportunities in female and minority publications.

Chart 3: Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

Indicator	NRA	B	AI/AN	A	A/PI	H	NH/OP I	W	≥ Two More	Not Report ed	Female	Total
Number, Fall 2011	21	26	0	22	N/A	70	0	170	0	1	161	310
Number, Fall 2010	11	16	0	13	0	42	0	128	0	0	105	210
Percentage Change From Fall 2010 - 2011	90.9%	62.5%	N/A	69.2%	N/A	66.7%	N/A	32.8%	N/A	N/A	53.3%	47.6%
Number, Fall 2006	0	12	0	0	9	25	0	88	0	0	68	134
Percentage Change From Fall 2006 - 2011	N/A	116.7 %	N/A	N/A	N/A	180.0%	N/A	93.2%	N/A	N/A	136.8%	131.3%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Full-time Fall Staff 2011, 2010 and 2006

### Data Assessment

Analysis of the employment representation for non-tenure earning faculty indicates a 131.3% increase in the ethnic/racial protected classes from Fall 2006 to Fall 2011. Females also fared significantly well with an increase of 136.8%. FIU also demonstrated a significant increase for Blacks with an N=14, an increase of 116.7%. Hispanics increased 180%.

Chart 4: Category Representation – Executive/Administrative/Managerial

Indicator	NRA	B	AI/AN	A	A/PI	H	NH/O PI	W	≥ Two More	Not Report ed	Female	Total
Number, Fall 2011	8	81	0	27	N/A	302	1	296	0	0	423	715
Number, Fall 2010	10	69	1	22	0	262	N/A	278	N/A	0	380	642
Percentage Change From Fall 2010- 2011	20.0%	17.4%	100.0%	22.7%	0	N/A	N/A	6.5%	N/A	N/A	11.3%	11.4%
Number, Fall 2006	0	58	1	19	0	181	0	259	0	0	271	518
Percentage Change From Fall 2006-2011	N/A	39.7%	100.0%	N/A	N/A	66.9%	N/A	14.3%	N/A	N/A	56.1%	38.0%

Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Full-time Fall Staff 2011, 2010 and 2006</i>												

Data Assessment

Analysis of the employment representation for the Executive/Administrative/Managerial category demonstrates an increase of 38% for in all of the ethnic/racial protected classes from 2006-2011. There was a significant increase of 39.7% for Blacks, and 66.9% for Hispanics and an increase of 8 in the Asian population. The number of female employees in this category increased by 56.1%.



## PART VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT 2011 – 2012

### Areas of Improvement Pertaining to Gender Equity in Athletics Identified in June 2012 Report:

The areas identified for improvement are as follows:

1. Reduce the disparity between male and female participation rates. Although the department continues efforts to address the disparity in participation rates of males versus females, the numbers remain disproportionate.
2. Reduce the disparity between the number of full-time coaches for women's teams versus the number of full-time coaches for men's team. The plan is underway to provide equity in the full-time coaching positions by adding full-time assistant coaches to the women's softball, soccer, and volleyball teams. The budgeting process began in Fall 2011 and we will complete the hiring process by Fall 2013.
3. Improve the softball seating area. Construction will begin by Spring 2013.

### Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, June 2011

The following achievements were made towards our gender equity efforts:

1. Sand Volleyball was added to the Athletic Departments sports offerings. The Head Sand Volleyball coach was hired in December and has recruited and signed student-athletes, within the maximum allowable scholarship allotment, for the 2012 season.
2. The Athletic Department is constructing practice and competition facilities (3 sand volleyball courts) for this new sports team. These facilities will be completed by Fall 2012.
3. The U.S. Century Bank Arena entrance was expanded and the scoreboards for the basketball and volleyball programs were replaced with video scoreboards.
4. Construction and renovations of the locker room facilities for the women's Swimming and Diving as well as for the Track/Field/Cross Country programs were completed. Plans are in process to add electricity to the softball batting cages so that a lighting system can be installed by Fall 2012.

### Areas of Improvement Pertaining to Employment Identified in June 2011 Report:

Table B: 2010-2011 Equity Goals

DISCIPLINE	GOAL	RANK	RACE	GENDER
Science & Mathematics - Tenured/Tenure-Earning Faculty	1	03	Minority	M
Science & Mathematics - Tenured/Tenure-Earning Faculty	2	03	Minority	F
Science & Mathematics - Tenured/Tenure-Earning Faculty	1	03		F
Science & Mathematics - Non-Tenure-Earning Faculty	1	03	Minority	F
Social Science - Tenured/Tenure-Earning Faculty	3	04	Minority	F
Social Science - Tenured/Tenure-Earning Faculty	2	04		F
Social Science - Non Tenure-Earning Faculty	2	03		F

Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1	03		F
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Achievement Report for Areas of Employment Identified in Previous Report, June 2010:

Table C: 2011-2012 Outcome for Equity Report

DISCIPLINE	ACHIEVEMENT	RANK	RACE	GENDER
Science & Math - Tenured/Tenure-Earning Faculty	12	03	Minority	M
Science & Math - Tenured/Tenure-Earning Faculty	7	03	Minority	F
Social Science - Tenured/Tenure-Earning Faculty	7	03	Minority	M
Social Science - Tenured/Tenure-Earning Faculty	2	03	Minority	F
Social Science - Non Tenure-Earning Faculty	2	04	Minority	M
Social Science - Non Tenure-Earning Faculty	8	04	Minority	F
Social Science - Non Tenure-Earning Faculty	5	04		F
Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1	03	Minority	M
Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1	03		F

The University continues to use funding from the Budgetary Incentive Plan to address areas of improvement. We continue to emphasize recruitment announcements in minority publications and have solicited the use of search firms to assist us in hard to recruit areas. These initiatives have assisted in minority growth over the last several years.

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

### Protected-class Representation in the Tenure Process, 2010-2011

Gender, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
American Indian or Alaskan Native	1	0	0	0	1
Asian	9	0	1	0	8
Black or African American	0	0	0	0	0
Hispanic	1	0	1	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
White, not Hispanic	8	0	2	0	6
Other, Not Reported	0	0	0	0	0
<b>Total Male (include Other, Not Reported)</b>	<b>19</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>15</b>
<b>FEMALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	0	0	0	0	0
Black, not Hispanic	2	0	0	0	2
Hispanic	2	0	0	0	2
Native Hawaiian/ Pacific Islander	0	0	0	0	0
White, not Hispanic	6	1	1	0	5
Other, Not Reported	0	0	0	0	0
<b>Total Female (include Other, Not Reported)</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>9</b>
	<b>34.5%</b>	<b>100.0%</b>	<b>20.0%</b>	<b>0.0%</b>	<b>7.5%</b>
<b>GRAND TOTAL</b>	<b>29</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>24</b>
<p>*Eligible: Data collected only from departments with actual applicants. Does not include tenure nominations as a condition of employment.</p> <p>ELIGIBLE FOR RECOMMENDATION: Faculty who have no more than six years credit toward tenure.</p> <p>APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).</p> <p>WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.</p> <p>DENIED: Faculty for whom tenure was denied during the review process.</p> <p>NOMINATED Faculty for whom tenure is being recommended by the University.</p>					

### Assessment of Tenure Process

This multi-level review process with input from faculty groups and from multiple administrators joined with evaluations of reviewers from outside the University is an ongoing element of the system of shared governance which is designed to select and promote an outstanding faculty.

Policies and procedures describing this review process are contained in the Tenure and Promotion Manual which is available in hard copy and via the World Wide Web. In addition, the colleges and departments have written local procedures which implement these policies.

# PART VIII. Promotion and Tenure Committee Composition, 2011-2012

## Promotion and Tenure Committee Composition, AY 2010-2011

Type of Committee	Black		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>University Committee</b>																		
<b>No University-wide Committee</b>																	<b>0</b>	<b>0</b>
<b>College of Architecture &amp; the Arts</b>																		
<b>College Committee</b>	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	<b>2</b>	<b>1</b>
Architecture Dept.	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	<b>2</b>	<b>1</b>
<b>College of Arts &amp; Sciences</b>																		
<b>College Committee</b>	0	0	0	0	0	0	0	0	2	0	0	0	3	2	0	0	<b>5</b>	<b>2</b>
Biological Sciences Dept.	0	1	0	0	2	0	0	0	3	0	0	0	11	5	0	0	<b>16</b>	<b>6</b>
Earth & Environment Dept.	1	0	0	0	2	0	0	0	4	0	0	0	11	1	0	0	<b>17</b>	<b>1</b>
Economics Dept.																		
Politics & International Relations Dept.																		
Religious Studies Dept.																		
<b>College of Business Administration</b>																		
<b>College Committee</b>	1	0	0	0	3	0	0	0	0	0	0	0	2	0	0	0	<b>6</b>	<b>0</b>
Finance Department	0	0	0	0	2	1	0	0	0	0	0	0	8	0	0	0	<b>10</b>	<b>1</b>
Dec. Sciences & Info. Systems Dept.	0	0	0	0	5	1	0	0	0	0	0	0	4	0	0	0	<b>9</b>	<b>1</b>
Marketing Department																		
Mgmt. & Int'l Bus. Department	0	0	0	0	0	0	0	0	2	1	0	0	4	5	0	0	<b>9</b>	<b>1</b>
<b>College of Education</b>																		
<b>College Committee</b>	1	0	0	0	1	0	0	0	0	0	0	0	3	1	0	0	<b>5</b>	<b>1</b>
Leadership & Professional Studies	0	0	0	0	0	0	0	0	1	1	0	0	2	3	0	0	<b>3</b>	<b>4</b>
Teaching & Learning Dept.	0	0	0	0	1	0	0	0	0	0	0	0	0	5	0	0	<b>1</b>	<b>5</b>
<b>College of Engineering &amp; Computing</b>																		
<b>College Committee</b>	1	0	0	0	0	0	0	0	2	1	0	0	6	2	0	0	<b>9</b>	<b>3</b>
Biomedical Engineering Dept.	0	0	0	0	1	1	0	0	0	0	0	0	2	0	0	0	<b>3</b>	<b>1</b>
Environmental & Civil Dept.	1	0	0	0	6	1	0	0	0	0	0	0	0	1	0	0	<b>7</b>	<b>2</b>
Comp. & Info. Sciences Dept.																		
Electrical & Computer Engineering Dept.																		
<b>College of Law</b>																		
<b>College Committee</b>	1	0	0	0	0	0	0	0	2	1	0	0	6	2	0	0	<b>9</b>	<b>3</b>
No individual "departments" in the College of Law	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
<b>Robert Stempel College of Public Health and Social Work</b>																		

<b>College Committee</b>	1	0	0	0	2	0	0	0	0	0	0	0	2	2	0	0	5	2
Environmental & Occup. Health Dept																		
Health Prom. & Disease Prev. Dept.	0	1	0	1	0	0	0	0	1	1	1	0	0	0				

## PART IX. Other Requirements

### A. The Budgetary Incentive Plan

Although the University has experienced extensive budget reductions over the past several years, FIU has continued supporting the use of financial resources for the Equity Accountability Plan. 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, considered Window of Opportunity lines. Also, Academic Affairs annually supports the leadership program for minority and female participants selected for the FIU Educational Enhancement Leadership Program.

Chart 1: 2011 Budgetary Incentive Plan

Estimated Expenditures	2011-12 Projected	2011-12 Actual	2012-13 Projected
Window of Opportunity Lines	\$1,275,000	\$1,275,000	\$1,275,000
Faculty Advertising	\$15,000	\$15,000	\$15,000
Enhancement Leadership Grant	\$10,000	\$32,000	\$32,000

### B. President's Evaluation

The University's 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 along with the goals for approval at the Fall Board meeting. The goal established for the 2010-2011 fiscal year pertaining to the Florida Equity Report was to 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.

### C. Top Administrators' Evaluations

FIU has a comprehensive annual assessment program for all senior administrators. Each chairperson, dean, vice provost, and vice president are required to file an accountability report for the previous year which specifically reviews the goals set for that year's work-plan, as well as a work-plan for the upcoming year.

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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