



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

Wednesday, June 5, 2013  
2:30 p.m. *approximate start time*  
Florida International University  
Modesto A. Maidique Campus  
Graham Center Ballrooms

**Committee Membership:**

Michael M. Adler, *Chair*; Claudia Puig, *Vice Chair*; Jose J. Armas; Mayi de la Vega; Gerald C. Grant, Jr.

**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  |
| – 2012-13 Enrollment, Gender Equity in Athletics, and 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 Thursday, January 9, 2014*



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

June 5, 2013

**Subject: Approval of Minutes of the Meeting held June 6, 2012**

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**Proposed Committee Action:**

Approval of Minutes of the Personnel Committee meeting held on Wednesday, June 6, 2012 at the Modesto A. Maidique Campus, MARC International Pavilion.

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**Background Information:**

Committee members will review and approve the Minutes of the Personnel Committee Meeting held on Wednesday, June 6, 2012 at the Modesto A. Maidique Campus, MARC International Pavilion.

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**Supporting Documentation:** Personnel Committee Meeting Minutes: June 6, 2012

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



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**FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
PERSONNEL COMMITTEE  
MINUTES  
JUNE 6, 2012**

**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 Michael M. Adler on Wednesday, June 6, 2012, at 1:37 p.m. at the Modesto A. Maidique Campus, MARC International Pavilion.

The following attendance was recorded:

***Present:***

Michael M. Adler, *Chair*  
Claudia Puig

***Excused:***

Mayi de la Vega

Trustees Robert T. Barlick, Jr., Thomas A. Breslin and Laura Fariñas and University President Mark B. Rosenberg were also in attendance.

Committee Chair Adler welcomed everyone in attendance to the meeting.

**2. Approval of Minutes**

Committee Chair Adler asked that the Committee approve the Minutes of the Meeting held on August 17, 2011. A motion was made and passed to approve the Minutes of the Personnel Committee Meeting held on Wednesday, August 17, 2011.

**3. Action Item**

**P1. University Equity Report**

Director of Equal Opportunity Programs and Diversity Shirlyon McWhorter presented the 2011-12 University Equity Report for the Committee's review. Ms. McWhorter provided an overview of the University's 2011-12 Florida Equity Report, indicating that it encompasses enrollment, gender equity in athletics, and employment as required by Florida Statutes. She noted that the Report reflects the University's dedicated efforts to ensuring equity for its students, faculty and staff.

University President Mark B. Rosenberg noted that as is reflected in the Report, Fall 2011 enrollment for Black First Time in College students experienced a slight decrease from the prior year. He reported that FIU's Undergraduate Admissions Office implements a yearly recruitment



plan which includes strategies to attract and enroll minority students, while also supporting and collaborating with university-wide and community programs that aim to enhance college readiness of minority students. He added that these efforts were enhanced through a more targeted collaboration with Miami Northwestern High School, a predominately African American institution of secondary learning.

President Rosenberg stated that aggressive recruitment initiatives are used to promote University-wide merit scholarship opportunities to attract and enroll outstanding minority students. He further noted that the University has, and will continue to offer full-tuition merit scholarships to African-American applicants who qualify as a National Achievement Scholarship finalist.

Provost and Executive Vice President Douglas Wartzok stated that Vice President for Student Affairs Rosa L. Jones has led a task force designed to assist in the recruitment efforts of African American students. He noted that college readiness meetings occur in venues that serve minority students, such as churches and community agencies. He added that early intervention work entails involvement with several civic, social, religious and educational groups, which serve to ensure that minority populations are informed of FIU's academic offerings.

A motion was made and passed that the FIU Board of Trustees' Personnel Committee recommend for Board of Trustees' approval the University Equity Report.

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

*No new business was raised.*

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

With no other business, Committee Chair Michael M. Adler adjourned the meeting of the Florida International University Board of Trustees' Personnel Committee on Wednesday, June 6, 2012, at 1:53 p.m.

*Trustee requests:*

*There were no Trustee requests.*

MB  
7.2.12



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

June 5, 2013

**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 2012-13 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 Regulation 2.003 and reporting guidelines established by the Board of Governors Office.

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**Supporting Documentation:** University Equity Report

**Facilitator/Presenter:** Jaffus Hardrick



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# **2013 FLORIDA EDUCATIONAL EQUITY ACT REPORT**



2013



## 2013 FLORIDA EDUCATIONAL EQUITY ACT REPORT

### Executive Summary

Florida International University (FIU) submits the 2012-2013 Florida Educational Equity Act (FEEA) 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 non-Hispanic (B); Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN). Each University Equity Officer is responsible for preparing for approval by the Board of Trustees and the University President, and submitting the FEEA Report to the Florida Board of Governors annually.

Of the 50,394 students who currently attend FIU, approximately 56% are females and 44% males. FIU's dynamic student body reflects the vibrant diversity of South Florida:

- 62% Hispanic
- 12% White Non-Hispanic
- 14% Black Non-Hispanic
- 3% Asian or Pacific Islander
- 9% 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.

On the national level, FIU holds a competitive ranking among the top colleges and universities graduating students from under-represented ethnic groups. In May 2012 *Hispanic Outlook in Higher Education Magazine* ranked FIU as the top producer in the United States for baccalaureate and master's degrees to Hispanic students. Similarly, the 2012 *Diverse Issues in Higher Education* notes that FIU is one of the top producers of African American baccalaureates in the U.S., ranging from first in the nation to 50<sup>th</sup> (varying by major) in the number of its graduates. Seven academic programs at FIU, in order, hospitality administration, finance, public administration, natural resources, health administration, physical sciences, and engineering, are among the top 25 university programs nationally in terms of their production of African American baccalaureates. FIU is 22<sup>nd</sup> in the nation in granting baccalaureate degrees to African American undergraduates.

### 2011-2012 Goals and Results

#### 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 FTICs 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. In



the Fall 2012 semester, this percentage increased to 85% of full-time FTICs students from under-represented groups. Therefore, FIU exceeds the 80% benchmark on percent of under-represented FTIC minorities. There is also a considerable increase in the percentage of Black FTIC this year at the university. In Fall 2010, a 10.1% Black FTIC was observed. In the Fall 2011, this percentage decreased to 9.8%. In the Fall 2012, this percentage has increased to 13.5%.

FIU's overall first-year retention rate of 81.3% is 4.6%% higher than the national average for public PhD granting universities, and 1.1% higher than the PhD Private University average of 80.2%, however, FIU's Black students (73.1%) have a 3.6% lower rate than the national average for all students (majority and minority in classification). The University will continue its efforts to increase retention of Black students at FIU.

## **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 151 research doctoral degrees were conferred for the AY 2011-2012 (Chart 7), up from 148 doctoral degrees conferred for the AY 2010-2011. The percentage of research doctoral degrees that were awarded to Black students slightly increased from 9.5% in AY 2010-2011 to 9.9% for a total of 15 doctoral degrees conferred in AY 2011-2012. Black females were awarded 13 doctoral degrees. Black students represented 15.3% of the domestic doctoral enrollment in Fall 2011.

### **Goal:**

Identify the most promising recruiting venues for the recruitment of talented Hispanic and African American students.

### **Results:**

The FIU University Graduate School (UGS) has engaged in more strategic recruitment activities that address our goals of minority and international recruitment. UGS representatives attended four McNair Research Conferences and four minority specific professional organization conferences (National Society for Black Engineers, Annual Biomedical Research Conference for Minority students, Emerging Research National Conference in STEM, and the McKnight Fellowship Orientation) for the purpose of recruiting underrepresented graduate students. Recruitment initiatives are also under way to continue expanding and strengthening the presence of FIU in minority-populated markets. UGS has increased participation in The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM). UGS will be hosting a GEM GRAD Lab in Fall 2013.

### **Goal:**

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



**Results:**

UGS admitted and funded eight McKnight Doctoral students for the 2012-2013 academic year. It was the largest cohort of incoming groups of McKnight Fellows at FIU in one academic year. For the AY 2013-2014, FIU will welcome six new McKnight Fellows starting in Fall Semester 2013. 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 and two Minority Biomedical Research Support Awards to new students starting in Fall Semester 2013.

**Gender Equity in Athletics****Goal:**

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

**Results:**

In Annual Year 2012-13, the Athletic Department has made tremendous gains in participation rates of females versus male student-athletes. 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, 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. In Fall 2012, females were 56.2% of students enrolled full-time at the university compared to 47.7% of student-athletes. While the University female enrollment remained virtually the same, the participation of female student-athletes increased by 4.0% making an increase for the last four consecutive years.

**Table A: 2011-2012 Female Athletes Participation Rates**

<b>WOMEN ATHLETES</b>	<b>2011-12 Annual Year*</b>	<b>2012-13 Annual Year*</b>	<b>GAP VARIANCE</b>
<b>Enrollment*</b>	56.3%	56.2%	0.1%
<b>Participation</b>	42.9%	43.7%	4.0%

\*Source: Student Data Course File (OPIE)

**Goal:** Increase the number of NCAA maximum allowable coaching position in women sports.

**Results:** The coaching positions are being advertised and should be filled in July 2013.

**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:

### Results:

**Tenured Faculty:** From 2011-2012, the University successfully increased its percentage of tenured professors from the ethnic/racial protected classes with increases of 50% in Non-Resident Alien category, 100% in the American Indian/Alaskan Native category, and 19.7% for Asians. Additionally, females also fared well with a 9.2% increase. From 2007-2012, the Non-Resident Alien category maintained a steady increase of 50% while the other categories suffered slight decreases. The University will work to increase these numbers in the future.

**Tenure Track Faculty:** The University has made progress in recruiting the ethnic/racial protected classes from 2011-2012. The only exception can be noted in the recruitment of Black professors which decreased slightly. The University did fairly well in its recruitment of Hispanics with an 18.8% increase and 10.6% increase in recruitment of women. We experienced a decline in the amount of Black professors between 2007-2012; however, a significant improvement was seen in the university's recruitment of women with an increase of 44.6%. The university will continue its commitment to advertise career opportunities in female and minority publications with an emphasis on publications.

### 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 s\System (IPEDS) reports.



# 2013 FLORIDA EDUCATIONAL EQUITY ACT REPORT



2013



***Florida Equity Report:***  
***Enrollment, Sex Equity in Athletics and Employment***  
**Report Year: 2012-2013**



Data Year: July-June, 2012-2013

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  
11200 SW 8th Street, Miami, FL 33199  
Phone: (305) 348-2785  
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Date Sent:



FLORIDA EQUITY REPORT  
2012-2013

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## PART I. Executive Summary

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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.

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## Gender Equity in Athletics

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\*Source: Student Data Course File (OPIE)

**Goal:** Increase the number of NCAA maximum allowable coaching position in women sports.

**Results:** The coaching positions are being advertised and should be filled in July 2013.

## 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:

### Results:

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44.6%. The university will continue its commitment to advertise career opportunities in female and minority publications with an emphasis on publications.

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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 disseminated 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. The policy provides for employment decisions to be made on a non-discriminatory basis 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 has 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 protected class students: female, and the four protected class race/ethnic codes; in addition, they display official total including white, non-resident alien, and not reported.<sup>1</sup> Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report.

## **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 2012 and Summer Continuing into Fall 2012**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two Races	Unk	Total
Men	30	244	2	56	1246	3	212	36	15	1844
Women	42	314	3	74	1540	3	233	46	25	2280
Total	72	558	5	130	2786	6	445	82	40	4124
Category % of Total	1.7%	13.5%	0.1%	3.2%	67.6%	0.1%	10.8%	2.0%	1.0%	100.0%

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

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, 80.9% of the FTICs at FIU were under-represented minorities. In the Fall 2012 term this percentage increased to 85% of full-time FTICs students from under-represented groups. Therefore, FIU exceeds the 80% benchmark on percent of under-represented FTIC minorities.

**Chart 2. Florida College System Associate of Arts (A.A.) Degree Transfers, Fall 2012 and Summer Continuing into Fall 2012**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two Races	Unk	Total
Men	201	202	0	33	703	3	158	21	19	1,340
Women	274	271	1	32	953	3	189	21	29	1,773
Total	475	473	1	65	1656	6	347	42	48	3,113
Category % of Total	15.3%	15.2%	0.0%	2.1%	53.2%	0.2%	11.1%	1.3%	1.5%	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 in Arts graduates from the Florida College System (community colleges) and others<sup>2</sup>. The most recent report represents the post graduation placement of AA graduates from 2009/2010. 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.

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



### Data Assessment:

According to the most recent FETPIP report, 27,113 AA graduates from 2010/2011 enrolled in Florida public universities. This cohort consisted of 42.7% minority students in the following racial groups: 3.6% Asian, 13.2% Black, 25.6% Hispanic and 0.3% American Indian. In comparison, 70.7% of full-time AA transfers at FIU in fall 2012 were minority students consisting of 2.1% Asian, 15.2% Black, 53.2% Hispanic, and 0.2% Native 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 2012, or Summer 2012 and Continuing into Fall After One Year**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two Races	Unk	Female	Male	Total
Cohort	107	409	2	122	2848	14	345	300	44	2252	1939	4191
Category % of Total	2.6%	9.8%	0.0%	2.9%	68.0%	0.3%	8.2%	7.2%	1%	53.7%	46.3%	100%
After 1 year	69	299	2	107	2394	12	257	229	38	1869	1538	3407
Retention Rate	64.5%	73.1 %	100%	87.7%	84.1%	85.7%	76.3%	76.3%	86.4%	83.0%	79.3%	81.3%

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 2012 ACT Retention Trend reported that 76.7% of the first year students who enrolled in a public PhD-granting university in Fall 2011 returned to their universities for a second year in Fall 2011. FIU's overall first-year retention rate of 81.3% is 4.6% higher than the national average for public PhD granting universities, and 1.1% higher than the PhD Private University average of 80.2%. FIU's under-represented student groups do especially well compared to the first-year retention rate (76.7%) of the Public PhD cohort. FIU's Hispanic and Asian students (84.1% and 87.7% retention, respectively) have higher retention rates than the overall national average, exceeding it by 7.5% and 11.0%, respectively. FIU's Black students (73.1%) have a 3.6% 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 0.7% compared to last year, which was a smaller drop than the 1.2% drop in the national Public PhD retention rate. Also, FIU's Hispanic and Black student retention also dropped compared to the previous year: 0.5% and 0.8%, respectively. These declines require closer investigation, though the fact that they are less than the national rate declines suggests non-FIU-specific factors at work. Asian students, in contrast, showed an increase in retention rate of 1.6%. With an eye to 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 After Six Years of Full-Time FTICs, Beginners and Early Admits Entering Fall 2006, Summer 2006 and Continuing into Fall**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two Races	Unk	Female	Male	Total
Cohort	90	433	6	166	2534	2	627	11	22	2100	1791	3891
Category % of Total	2.3%	11.1%	0.2%	4.3%	65.1%	0.1%	16.1%	0.3%	0.6%	54.0%	46.0%	100%
After 6 years Number of Graduates	60	160	0	89	1316	0	261	4	5	1144	751	1895
Percent Graduated	66.7%	37.0%	N/A	53.6%	51.9%	N/A	41.6%	36.4%	22.7%	54.5%	41.9%	48.7%
Category %Graduated	3.2%	8.4%	N/A	4.7%	69.4%	N/A	13.8%	0.2%	0.3%	60.4%	39.6%	100%
Number Retained	65	210	3	109	1671	1	300	9	7	1337	1038	2375
Percent Retained	72.2%	48.5%	50.0%	65.7%	65.9%	50.0%	47.8%	81.8%	31.8%	34.4%	26.7%	61.0%
Category %Retained	2.7%	8.8%	0.1%	4.6%	70.4%	0.0%	12.6%	0.4%	0.3%	56.3%	43.7%	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 11.1% of the 2006 full-time FTIC cohort, and were 8.4% 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 11.1% of the original cohort and 8.8% of those retained, a rate lower than the overall University retention rate.

### Data Assessment:

- 1) Six-year graduation rate: According to the National Center for Education Statistics First Look, Fall 2011 report<sup>4</sup>, p.9, Table 3, 56.1% of undergraduates attending public 4-year Title IV institutions graduated with a baccalaureate degree within six years. FIU's 48.7% six-year graduation rate is 7.4 percentage points below the national average, or 86.8% of the national average. However, FIU's six-year graduation rates for its two largest under-represented student groups are almost as high as or better than the national averages for 4-year public institutions: Black students 37.0% FIU vs. 37.9% national (97.6% overlap); and Hispanic students 51.9% FIU vs. 47.9% national (108.4% overlap). (The American Indian/Alaska Native group with only six students is not sufficiently large for meaningful comparison). FIU's two largest percentage point gaps are with student groups who have the highest graduation rates nationally: Asian students 53.6% FIU vs. 68.1% national (78.7% overlap); and White non-Hispanics with 41.6% FIU vs. 60.2% national (69% overlap).

<sup>4</sup> <http://nces.ed.gov/pubs2012/2012174rev.pdf>



- 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 65.1% of the cohort but 69.4% of graduates; Asian students were 4.3% of the cohort and 4.7% of graduates. (The American Indian/Alaska Native group with only six students is not sufficiently large for meaningful comparison). Black students were 11.1% of the initial cohort but only 8.4% of the graduates, an overlap of 75.7%, 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 (75.7%). In the first two of these 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 2006.

### Targeted Improvements/Interventions:

FIU shows a marked increase in its six-year graduation rate from last year: from 43.3% to 48.7%, an increase of 5.4 percentage points. Every ethnic group with significant enrollment showed increased graduation rates from the previous to the current year. For example, Black graduation increased from 31.1% to 37%. In percentage points, the increases were: Black, 5.9; Asian, 7.2; Hispanic, 5.3; and White, 3.6.

This increase is a result of the university's significant investment, begun last year, in the Graduation Success Initiative (GSI). The GSI, a large-scale realignment of the university structure, policy and practice, includes seven key elements, which are identified below. In addition, the University has invested in major innovations in math education:

### Graduation Success Initiative

1. Students are now admitted directly into their major.
2. Undecided students are admitted to an "Exploratory" track in one of six career areas. Undergraduate Education advisors work with them to determine a viable major within 45 credits.
3. Alternative programs have been created for selective admissions majors and an Interdisciplinary Major for students electing to combine disciplines in order to achieve their career objectives.
4. FIU has implemented 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.
5. Accountability for retention and graduation is now assigned to each College in a manner that encourages continual student guidance into the appropriate program for their success.
6. Colleges and Schools will be funded on a planned enrollment basis.
7. Student Academic Support Services has received significant funding for advisors so that every student can have an assigned advisor with an appropriate caseload, and tutoring support has increased.

### Mathematics Education Innovations

FIU's gateway math courses have had failure rates of up to 70%, contributing to student drop-out. In Fall 2012, following several years of pilot studies, the Mathematics Department rolled out two very significant changes in math instruction:

- 1) The Department received university funding to implement a Mathematics Emporium Computer Lab approach to teaching high failure rate introductory mathematics courses, with seating for over 200 students.



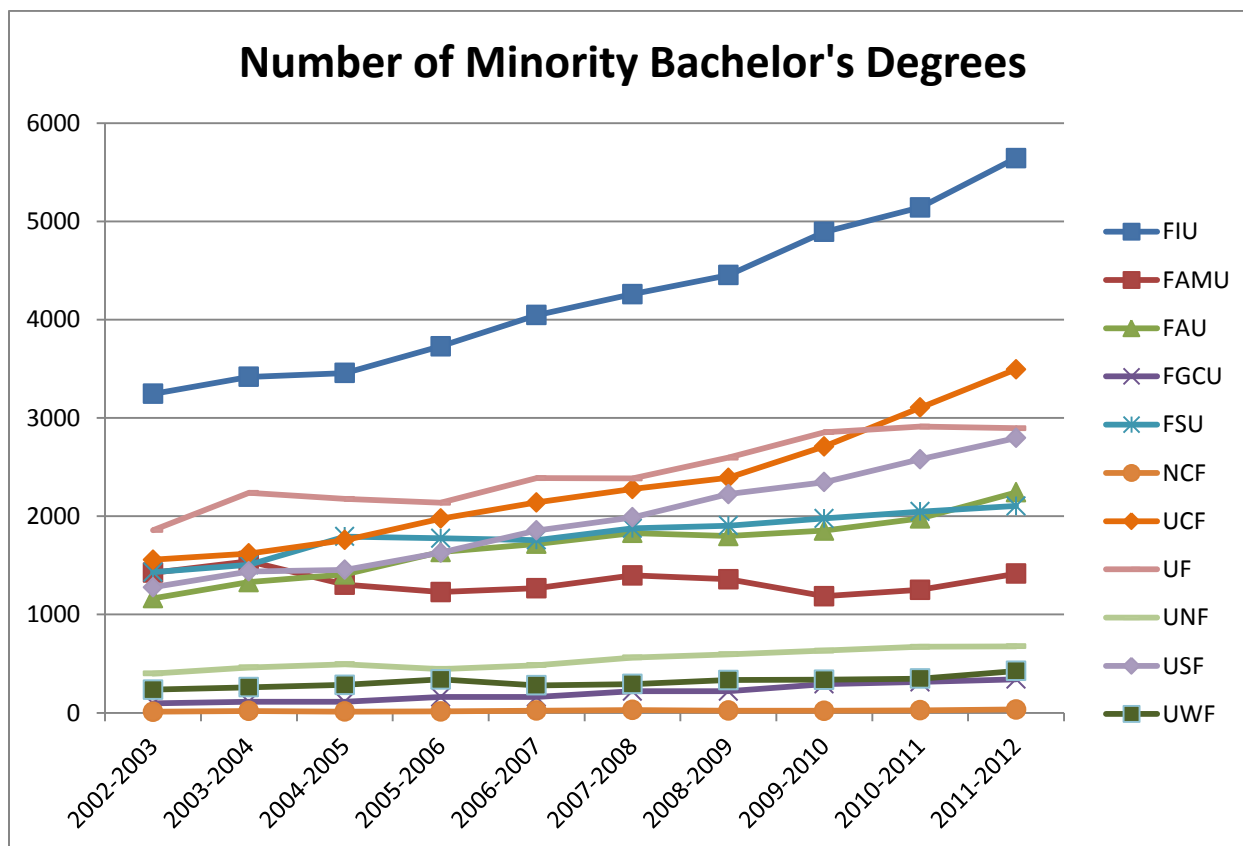
2) The department added a lower-level course in its math sequence to bring the FIU curriculum into concordance with the math sequence used in the other state universities.

These changes raised Fall 2012 gateway mathematics course passing rates to over 50%, and are expected to rise to 70% as the system is further improved.

**Chart 5. Bachelor's Degrees Awarded, Annual Year 2011-2012**

	NRA	B	AI/AN	A/OPI	H	W	Unk	T
Men	192	335	2	101	1,869	394	33	2,684
Women	314	519	5	132	2,680	572	42	3,953
Total	506	854	7	233	4,549	966	75	7,238
Category % of Total	7.0%	11.8%	0.1%	3.2%	62.8%	14.2%	0.8%	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.



Data source: Florida BOG Interactive University Data Tool, Data Accessed May 2, 2013.

**Benchmarks 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 2011-12, 57,491 baccalaureate degrees (first major) were awarded to undergraduates throughout the Florida State University System (SUS). FIU awarded 7,240 bachelor's degrees, of which 5,645 or 78% were to Black, Hispanic, Asian or American Indian students. FIU graduated the most under-represented students in the SUS (i.e., 5,645, next highest was UCF at 3,495), and had the second highest percentage of under-represented students (its 78% was second to FAMU, which had 97%). 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 (4,549), fifth in Black graduates (854), fifth in Asian graduates (233), and tied for eighth place for American Indian graduates (7).

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 2012 ranked FIU as the top producer in the United States for baccalaureate and master's degrees to Hispanic students. Similarly, the 2012 *Diverse Issues in Higher Education* notes that FIU is one of the top producers of African American baccalaureates in the U.S., ranging from first in the nation to 50<sup>th</sup> (varying by major) in the number of its graduates. Seven academic programs at FIU, in order, hospitality administration, finance, public administration, natural resources, health administration, physical sciences, and engineering, are among the top 25 university programs nationally in terms of their production of African American baccalaureates. FIU is 22<sup>nd</sup> in the nation in granting baccalaureate degrees to African American undergraduates.

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

## Program Area: GRADUATE STUDENTS

**Chart 6. Master's Degrees Awarded, Annual Year 2011 - 2012**

	NRA	B	AI/AN	A	H	NH/O PI	W	≥ Two Races	Unk	T
Men	255	128	1	37	482	1	221	7	18	1150
Women	300	258	1	60	834	1	301	18	30	1803
Total	555	386	2	97	1316	2	522	25	48	2953
Category % of Total	18.8%	13.1%	0.1%	3.3%	44.6%	0.1%	17.7%	0.8%	1.6%	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

Two thousand nine hundred fifty-three master's degrees were conferred during the AY 2011-2012 (Chart 6), an increase of 12.9% from AY 2010-2011. A total of 1,803 master's degrees were awarded to women (61.0%) compared to 1,150 master's degrees awarded to men (38.9%). The gender proportion of master's degrees conferred in AY 2011-2012 closely reflects that of male/female population of the total FIU graduate student body (59.3% female and 40.6% male). Hispanic females represented the largest gender-specific fraction, 28.2% followed by Hispanic males, 16.3% of the total number of master's degrees awarded for AY 2011-2012.

<sup>5</sup> <http://www.hispanicoutlook.com/top-100-schools.htm>



White and Black females represented 10.1% and 8.7% of masters degrees awarded in AY 2011-2012, respectively.

In comparison with AY 2010-2011, 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 2011-2012, 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 2010-2011.

Hispanic students were awarded the largest number of master's degrees, with 1,316 conferrals representing 42.8% of the total number of master's degrees awarded in 2011-2012. Non-resident alien (NRA) students accounted for the second largest fraction, 21.0% of the total number of master's degrees awarded in the AY 2010-2011. A total of 386 master's degrees were awarded to Black students, representing 13.1% of all degrees awarded. Asian/Pacific Islander students accounted for 3.3% of the total master's degrees conferred. White students were awarded 17.7% of all degrees conferred. Two master's degrees were conferred to an American Indian/Alaska Native student.

Small gains were made in master's degrees awarded to Black students, 386 or 13.1% compared to 339 or 13.2% in AY 2010 – 2011. The number of degrees awarded to Black females increased from 242 in AY 2010-2011 to 258 in AY 2011 to 2012. In addition, the number of degrees awarded to Black males also increased from 97 in AY 2010-2011 to 128 in AY 2011-2012.

**Chart 7. Doctoral Degrees Awarded, Annual Year 2011-2012**

	NRA	B	AI/AN	A	H	NH/O PI	W	≥ Two Races	Unk	T
Men	33	2	0	2	16	0	20	0	0	73
Women	20	13	0	4	19	0	22	0	0	78
Total	53	15	0	6	35	0	42	0	0	151
Category % of Total	35.1%	9.9%	N/A	4.0%	23.2%	N/A	27.8%	N/A	N/A	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees.  
Chart for 99.0000, all disciplines.

#### Data Assessment of Doctoral Degrees Awarded

A total of 151 research doctoral degrees were conferred for the AY 2011-2012 (Chart 7), up from 148 doctoral degrees conferred for the AY 2010-2011. The majority of doctoral degrees (51.0%) were awarded to female students.

Research doctorates awarded to Black females increased from 10 in AY 2010-2011, to 13 research doctoral degrees awarded in AY 2011-2012. Whereas, the number of doctoral degrees awarded to Black males decreased from 4 in AY 2010 – 2011 to 2 in AY 2011-2012. Black students represented 9.9% of the total doctoral degrees awarded, a slight increase from 9.4% in AY 2010-2011.

Non-resident Aliens (35.1%) and Hispanic students (23.2%) students together made up 58.2% of the total number of doctoral-degree recipients. Hispanic students had an increase in the number of doctoral-degree awarded, from 29 in AY 2010-2011 to 35 in AY 2011-2012. Forty-two doctoral degrees were awarded to White students, or 27.8% of the total number of doctoral degrees awarded, up from 37 or 25.0% in AY 2010-2011. Asian/Pacific Islander students earned 4.0% of the doctoral degrees, which was approximately the same as AY 2010-2011. No doctoral degrees were recorded for the American Indian/Alaska Native group during the AY 2011-2012.



**Chart 8. First Professional Degrees Awarded, Annual Year 2011-2012**

	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ Two Races	Unk	T
Men	0	5	0	2	39	0	53	3	3	105
Women	1	10	0	6	64	0	42	2	0	125
Total	1	15	0	8	103	0	95	5	3	230
Category % of Total	0.4%	6.5%	N/A	3.5%	44.8%	N/A	41.3%	2.2%	1.3%	100.0%

*Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, First professional degrees. Chart for 99.0000, all disciplines.*

### Data Assessment of First Professional Degrees Awarded

For AY 2011-2012, 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 thirty degrees were awarded under the professional doctorate category.

Males represent 45.6% and females 54.3% of the degree recipients. Hispanic students represented the largest group with 44.8% of degree recipients, a slight decrease from AY 2010-2011 (47.3%). White students represented the second largest group with 41.3% of degree recipients. Black students represented 6.5% 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 Graduate Schools enrolling Hispanics; number one in awarding master's degrees to Hispanics in Business and third for master's and Ph.D. General STEM degrees awarded to Hispanic students (NCES-IPEDS degrees granted in 2011).

The percentage of research doctoral degrees that were awarded to Black students slightly increased from 9.5% in AY 2010-2011 to 9.9% for a total of 15 doctoral degrees conferred in AY 2011-2012. Black females were awarded 13 doctoral degrees. Black students represented 15.3% of the domestic doctoral enrollment in fall 2011. Although the number of doctoral degrees awarded to Hispanics increased from 19.6% in AY 2010-2011 to 23.2% in AY 2011-2012, the percentage of research doctoral degrees awarded to Hispanic students is much lower than the percentage of master's degrees awarded to Hispanic students (44.6%) at FIU, suggesting that Hispanics are not pursuing doctoral degrees at the same rate that they are pursuing master's degrees.

The University Graduate School (UGS) will explore activities to increase doctoral-degree productivity of Black students to be more representative of the FIU graduate population (approximately 22.4%). 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. 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 and, we have an incoming cohort of six fellows for AY 2013-2014. In addition, in AY 2012-2013, UGS participated in the NSF/CGS Doctoral Initiative for Attrition and Completion (DIMAC) study for minority students in STEM. UGS



was one of 20 graduate schools chosen from around the nation and we received an award of \$30,000 to participate in the study.

### Targeted Goals

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 STEM. We are particularly focused on increasing the number of Black males students participating and completing research doctoral degrees. A secondary goal is the recruitment and retention of Hispanic doctoral students. 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 35.7% of FIU doctoral degrees conferred during the AY 2011-2012 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.

### *Recruitment*

The FIU University Graduate has engaged in more strategic recruitment activities that address our goals of minority and international recruitment. UGS representatives attended four McNair Research Conferences and four minority specific professional organization conferences (National Society for Black Engineers, Annual Biomedical Research Conference for Minority students, Emerging Research National Conference in STEM, and the McKnight Fellowship Orientation) for the purpose of recruiting underrepresented graduate students. Recruitment initiatives are also under way to continue expanding and strengthening the presence of FIU in minority-populated markets. UGS has increased participation in The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM). UGS will be hosting a GEM GRAD Lab in fall 2013.

As a result of our recent recruitment activities, FIU will have six new McKnight Fellows starting in Fall Semester 2013. 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 2013 and two Minority Biomedical Research Support Awards.

### *Retention*

The UGS funded several initiatives aimed at retaining minority 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 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 2013-2014 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, in fall 2012, UGS applied for the NSF's Alliances for Graduate Education and the Professoriate (AGEP) grant that can be used to improve retention and recruitment practices geared toward Black and Hispanic graduate students. UGS has also partnered with Division of Research and the College of Engineering to submit an application to the NSF Bridge to Doctorate Program, a program aimed at increasing the number of underrepresented students that obtain a PhD degree in a STEM field.



# STUDENT SERVICES

## 1. Academic Advising

### GUIDANCE AND COUNSELING

Prior to 2012, FIU utilized a 2+2 advising model. In that model, all first-time-in-college (FTIC) students received centralized academic advising in the Undergraduate Education Academic Advising Center. Once those students completed the majority of the general education requirements and the appropriate prerequisites for their respective majors, they were referred to the respective college for advisement through certification for graduation. All incoming transfer students who had earned more than 30 credits were also referred directly to their respective college and received academic guidance through graduation. The only exception to that policy was for students who were pursuing design or performance-based degrees through the College of Architecture and the Arts. Those students received academic advising from their college/department from admission through graduation.

Beginning with the students who entered FIU in Summer of 2012, all FIU students are now admitted directly to their respective majors. As such, we have moved away from the 2+2 advising model since students now receive academic advising from their college/department upon admission to the university. The one exception to this is for those students who have not identified a major. These students are admitted to one of our Exploratory Studies tracks 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 continued reviewing 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 set aside to continue adding academic advisors over the next few years because a reduced student to advisor ratio has proved to improve retention and graduation rates. Some of the current and projected ratios (which also take into account planned enrollment growth) are provided below:

<u>Academic Year</u>	<u>University-wide Student/Advisor Ratio</u>
2010-2011	550:1
2011-2012	526:1
2012-2013	452:1
2013-2014	404:1
2014-2015	379:1

#### *Equity in 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. All students now also have access to a new online advising tool (My\_eAdvisor) that provides students with a dashboard containing information on all degree requirements and opportunities to send messages to and make appointments with their assigned academic advisor.

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. In an



effort to provide additional assistance to those students who are “at-risk,” 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 or by communicating with their assigned advisor utilizing their My\_eAdvisor dashboard.

### *Workshops*

The Academic Advising Center offers various workshops to provide additional resources to our students. This year, we offered 15 workshops on subjects including Beating Procrastination, Choosing a Major, Linking Courses with Career Skills, Finding Motivation, Networking and Preparation for Registration.

### *Staff*

Our office is responsible for training all new academic advisors that are hired. The orientation program consists of 3 days of classroom training and an online training module that was developed to assist with academic advisor professional development. Moreover, we have satellite advisors at the various schools and colleges across campus. Students can be advised at the College of Arts and Sciences, Architecture and the Arts, Business, Education, Engineering and Computing, Nursing, Social Work and Dietetics, Journalism and Hospitality Management. We also offer extended hours on Monday-Thursday when classes are in session. One of our advisors, Walter Maldonado, was named the 2013 National Academic Advising Association’s Region IV Academic Advisor of the Year

### *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**

The Golden Scholars Summer Bridge Program (GSSBP) was established in the summer of 2012 as an access and success initiative targeting underrepresented minorities primarily from Title I and Schools In Need of Improvement (SINI) from Miami-Dade County Public Schools. GSSBP is an alternative admissions program for selected under-represented students who are low income and will be the first generation in their household to attend college. Students in the program are required to live on residential facilities on campus and received financial aid packages that cover 100% of their cost of attendance to include room and board, books and all tuition and fees.

Cohort size is determined each year by recruitment efforts, and may vary. The inaugural Summer 2012 cohort included 40 students, with the same number being targeted for Summer 2013.

GSSBP offers participants intensive academic preparation, individualized & group advising, and personal attention from faculty and staff throughout the summer. As new FIU Panthers, GSSBP students will have the opportunity to sharpen their academic skills, and develop a support network of students, faculty and staff, by becoming familiar with the FIU community and its vast resources. GSSBP students enroll in two courses from the University Core

Curriculum (UCC) and a mandatory Freshman Experience course. Students enrolled in the GSSBP receive full credit for courses that subsequently become part of their official FIU transcript.

Thirty nine out of the 40 students who participated in the GSSBP in the summer 2012 transitioned into the Fall semester for a persistence rate of 97.5% and 38 of them persisted to the spring semester for a fall-to-spring persistence rate for the original cohort of 95%.



The Dual-Admission Program (DAP) continues to provide access to students who do not meet FIU's entry criteria after high school graduation. Participating colleges are Miami Dade College (MDC), Broward College, Palm Beach State College and Florida Keys College; with MDC providing the larger cohort of participants each year. Identified FIU applicants are invited to accept admissions to one of four colleges to pursue an Associate's degree. Upon successful completion of their degree, DAP participants are guaranteed admission to any of the non-limited access program offered at FIU. Since its inception in 2006 over 5,600 students have accepted FIU's offer of admissions into the DAP with 274 DAP graduates of FIU programs to date. FIU continues to strive for improvement in these outcomes and had dedicated additional resources to facilitate participant transition by hiring bridge advisors to work on-site with students. Currently we have bridge advisor offices at three MDC campuses—Kendall, Wolfson, and West.

### 3. Health Services

The mission of the Student Health Services (SHS) is to “provide affordable and accessible student-focused medical care and promote healthy lifestyles through education, mentorship, and research activities thus facilitating the academic success of our students. One of our values includes the celebration of diversity in a global environment of open communication and mutual respect. We proactively assess our diverse population, and work with university and community partners to address the changing needs of our students, in a holistic, innovative and supportive environment where optimal health can be realized.”

Health education, health promotion, wellness, pharmacy, laboratory, immunizations, preventive health, primary care, and specialty services are available to all registered students and non-registered students for pre-matriculation purposes. First aid services are also offered to all those in need. Any individual that needs assistance and meets the eligibility requirements is seen regardless of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other classification that is protected by law or university policy; however at the present time the demographic data collected by the department is limited to gender, ethnicity and age. Utilization of the services provided at the SHS by individuals in these categories is listed below.

#### SHS Gender by Encounter Count

Division	Male	Female	Other	All Encounters
BBC General Medical	1611	5584	12	7207
BBC Wellness	184	512	4	700
MMC General Medical	7308	9988	100	17396
MMC Wellness	975	1215	19	2209
MMC Women's Clinic	15	7160	34	7209
Pharmacy	150	1247	2	1399
<b>Total</b>	<b>10243</b>	<b>25706</b>	<b>171</b>	<b>36120</b>

*Note: BBC denotes Biscayne Bay Campus  
MMC denotes Modesto Maidique Campus*



### SHS Gender by Percentage

Division	Male	Female	Other
BBC General Medical	22.4%	77.5%	0.2%
BBC Wellness	26.3%	73.1%	0.6%
MMC General Medical	42.0%	57.4%	0.6%
MMC Wellness	44.1%	55.0%	0.9%
MMC Women's Clinic	0.2%	99.3%	0.5%
Pharmacy	10.7%	89.1%	0.1%

**Analysis:** The gender ratio of patients seen at the SHS 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.

### SHS Ethnicity by Encounter Count

Ethnicity	BBC General Medical	BBC Wellness	MMC General Medical	MMC Wellness	MMC Women's Clinic	Pharmacy
American Indian	18	0	16	16	6	0
Asian	419	58	1268	87	334	87
Black	1977	194	2630	211	1111	135
Hispanic	2754	214	8183	616	3941	777
White	1462	152	3883	347	1397	315
Not Reported / Unknown	164	63	534	871	78	41
Other	334	19	865	61	342	44
Total	7128	700	17379	2209	7209	1399

### SHS Ethnicity by Percentage

Ethnicity	BBC General Medical	BBC Wellness	MMC General Medical	MMC Wellness	MMC Women's Clinic	Pharmacy
American Indian	0.3%	0.0%	0.1%	0.7%	0.1%	0.0%
Asian	5.9%	8.3%	7.3%	3.9%	4.6%	6.2%
Black	27.7%	27.7%	15.1%	9.6%	15.4%	9.6%
Hispanic	38.6%	30.6%	47.1%	27.9%	54.7%	55.5%
White	20.5%	21.7%	22.3%	15.7%	19.4%	22.5%
Not Reported / Unknown	2.3%	9.0%	3.1%	39.4%	1.1%	2.9%
Other	4.7%	2.7%	5.0%	2.8%	4.7%	3.1%



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

#### SHS Patient Age by Encounter Count

Division	Under 18	18 - 25	26 - 35	Over 35
BBC General Medical	1	4594	1903	705
BBC Wellness	0	365	211	94
MMC General Medical	25	10425	5398	1531
MMC Wellness	0	730	1202	259
MMC Women's Clinic	7	5145	1845	226
Pharmacy	0	934	381	62
<b>Total</b>	<b>33</b>	<b>22193</b>	<b>10940</b>	<b>2877</b>

#### SHS Patient Age by Percentage

Division	Under 18	18 - 25	26 - 35	Over 35
BBC General Medical	3.0%	20.7%	17.4%	24.5%
BBC Wellness	0.0%	1.6%	1.9%	3.3%
MMC General Medical	75.8%	47.0%	49.3%	53.2%
MMC Wellness	0.0%	3.3%	11.0%	9.0%
MMC Women's Clinic	21.2%	23.2%	16.9%	7.9%
Pharmacy	0.0%	4.2%	3.5%	2.2%

*MMC denotes Modesto Maidique Campus*

**Analysis:** The age range of patients seen by the Student Health Services staff is comparable to the general student population at the two major campuses of Florida International University.

## 4. Club and Intramural Athletics

The FIU Intramural Sports program (IM), through the commitment of the Division of Student Affairs' Department of Recreation Services, fosters student development in important life skills such as leadership, competitiveness, teamwork, and sportsmanship. In support of the mission of the University and the Division of Student Affairs, Recreation Services promotes active, healthy lifestyles for FIU's vibrant and diverse community through quality participation opportunities, educational experiences, and support services. Through intramurals, students of all backgrounds are encouraged to practice a balanced lifestyle while developing habits that have a positive impact on their physical health and fitness.

The 2011-12 Recreation Center usage figures demonstrate a 14.6% increase in participation over the previous year; consistently show a 2:1 male to female ratio which reflects the national trend. In intramurals, the overall number of teams increased by 43%, both total female and overall participation increased by 20%. The number of women's club sport participants has increased with the growth of women's equestrian and rugby clubs, as well as coed clubs like quidditch and martial arts.



To increase women's participation, the use of instructional clinics (especially in sports less familiar to women) will continue to be used; promotional methods focusing on social media will be increased; use of NCAA freshman female interest assessment data will be continued; and regular departmental assessment methods will continue. In addition, the University's opening of the new residence hall near the Recreation Center will generate increased usage in and of its own.

	<b>FIU 2010/2011</b>		<b>FIU 2011/2012</b>	
	<b># Teams</b>	<b>Percentage</b>	<b># Teams</b>	<b>Percentage</b>
<b>IM Sport Teams</b>				
<b>Female</b>	88	15%	119	14%
<b>Male</b>	443	76%	654	78%
<b>Co-Rec</b>	55	9%	67	8%
<b>Total</b>	586	(+63%)	840	(+43%)
<b>IM Sport Participants<sup>4</sup></b>				
<b>Female</b>	895	19%	1,148	22%
<b>Male</b>	3,818	81%	4,154	78%
<b>Total</b>	4,713	(+76%)	5,302	(+12.5%)
<b>IM Sport Participations<sup>5</sup></b>				
<b>Female</b>	3,388	18%	4,147	20%
<b>Male</b>	15,893	82%	16,280	80%
<b>Total</b>	19,281	(+11%)	20,427	(+6%)
<b>Sport Club Participants</b>				
	21 total clubs		23 total clubs	
<b>Female</b>	127	33%	131	31%
<b>Male</b>	261	67%	293	69%
<b>Total</b>	388	(+80%)	424	(+9%)



## 5. Student Financials

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 (115%), students receiving federal grants (186%), students receiving state grants (226%), and institution grants (124%).

### 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	\$3,152	\$4,186	\$5,972
2011: FIU Avg**	91	52	86	46	28	\$5,021	\$2,835	\$1,431	\$5,202
FIU/National Avg	1.15	1.86	2.26	1.24	n/a	1.208	.90	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 2009, Student Financial Aid component. **Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 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, and State grants. Institutional grants did not meet the 80% threshold for average aid. Our relatively low tuition cost contributes to a lower average amount on institutional grants. Additionally, increased need and enrollment put pressure on limited resources institutionally.

## 6. Housing

The Department of Housing and Residential Life at FIU offers residential students a vibrant and diverse living and learning experience. The diversity of the residential community takes many forms. It includes differences related to race, ethnicity, national origin, gender, socioeconomic status, sexual orientation, religion, age, and ability. Contained in this report is information regarding housing assignment information, residents and staff demographics and an overview of departmental diversity initiatives and programs.



Housing Assignments Information and Demographics: Residential students are informed via the housing agreement that assignments are made by the Housing Office without regard to race, religion, national origin, sexual orientation, age, disability, or any legally protected status. Adapted Housing is available upon advanced written request and availability.

<b>RESIDENTIAL STUDENTS DEMOGRAPHICS:</b>				
<b>CLASSIFICATION</b>	<b>FALL 2011</b>		<b>FALL 2012</b>	
	<b>COUNT</b>	<b>PERCENT</b>	<b>COUNT</b>	<b>PERCENT</b>
<b>GENDER</b>				
Females	1614	58.35%	1605	58.26%
Males	1152	41.65%	1150	41.74%
<b>ETHNICITY</b>				
African American	906	32.75%	969	35.17%
Asian	172	6.22%	129	4.68%
Hispanic	791	28.60%	776	28.17%
Native American	37	1.34%	33	1.20%
Not Reported	50	1.81%	50	1.81%
Other	278	10.05%	289	10.49%
White	532	19.23%	509	18.48%
<b>AGE</b>				
16-17	67	2.42%	96	3.48%
18-20	1715	62%	1772	64.32%
21-25	881	31.85%	800	29.04%
26-30	78	2.82%	63	2.29%
31-over	25	0.90%	24	0.87%

#### Program Initiatives and Highlights for 2012/2013:

The Department of Housing and Residential Life is guided by the belief that celebrating diversity enriches and empowers the lives of all people. This is accomplished through the department's policies as well as the programmatic, staffing and educational initiatives. All students who choose to live in or visit the residential communities are expected to understand and abide by all housing policies. Among these, residents are aware that housing does not tolerate any form of bigotry, harassment, intimidation, threat, or abuse, whether verbal or written, physical or psychological, direct or implied. Any reported incidents are handled through the university judicial process. There were a total of 75 diversity programs conducted in the residential areas during the 2012-2013 academic year. These were accomplished through various collaborative efforts with other campus partners; the "Grab 'n Go Programs" offered by in-hall staff, where residents are taken to other campus wide initiative by their RA's; and through a series of passive programs and initiatives (i.e. Poster Campaigns and Bulletin Boards).



Below is the number of programs conducted in each residential area as well as a list of highlighted diversity events that occurred within the department.

<b>IN-HALL DIVERSITY PROGRAMMING</b>									
	<b>BVH</b>	<b>PH</b>	<b>EVE</b>	<b>LVN</b>	<b>LVS</b>	<b>UA</b>	<b>UT</b>	<b>ARC</b>	<b>TOTAL</b>
<b># of Programs</b>	11	12	15	9	12	9	7	0	75

RLC Jason Chokel served on the MLK Planning Committee for the 2012-2013 school year to assist with the January 2013 MLK events.

Everglades Hall staff and the Residential Life Diversity Committee hosted “Drag Ball” exposing students to the culture and issues surrounding the LGBTQA community, over 100 students in attendance.

Panther Hall staff partnered with the Center for Leadership and Service to promote issues of Diversity and Social Justice in the Living and Learning Community. On February 13, 2013 – “Let’s talk about it!” Residents watched the movie “American Violet” and discussed injustice.

Panther Hall staff sponsored a program, “It’s because I’m \_\_\_\_\_, Isn’t it” with the Women’s Center talking to residents about stereotypes. At the program 22 residents discussed how they were affected by negative stereotypes, and how they hope to overcome them.

Panther Hall staff hosted, “Coexist” with a faculty member exploring on-campus religious diversity. More than 35 residents participated in the discussion and the professor challenged residents to think how religion can influence social justice.

Academic Series Committee presented the, “Culture Shock” program with live music and food from different cultures. A professor was invited in to share his personal story, and explore the concept of diversity.

The Lakeview North staff sponsored, “International Love” a program that discussed interracial dating. Residents really enjoyed this program and they expressed their views on the topic and how the world is changing.

The Lakeview North staff hosted, “Ja-Maken” a program that embraced the Jamaican culture and residents were able to discuss Jamaica and eat traditional Jamaican food.

The University Apartments staff held, “Ballin on a Budget”\_a hands-on simulation to educate residents about privilege and socio-economic status. Participants were given various amounts of play money to have the ability to buy food. However, not everyone was treated equally; some were treated to a pasta dinner, while others got crackers.

The University Apartments staff hosted, “Losing My Religion” with Professor Mary Lou Pfeiffer who presented on various topics of religious diversity.

The Diversity Committee sponsored, “Disability Dinner” where residents were exposed to different types of disabilities including (vision, speech, missing limb). During the program students were fed a meal and had to participate with the disability that was assigned to them.



The University Apartments staff held, “Age Ain’t Nothin but a Number” where residents were educated about how age defines people. Participants were given questions to discuss and share their thoughts, opinions, and perspectives about how age influences all of us.

The University Apartments staff hosted, “Confetti Cake” where residents were asked to think about their layers of diversity that make them unique and different from one another. The learning moment compared our layers of diversity to the many layers in a cake. Each recipe is unique. The residents enjoyed learning about one another and enjoying some cake treats as well.

The Department of Residential Life has a diverse staff which includes a full-time staff, student assistants, desk assistants, mail assistants and tutors. In total, the residence halls have 35 full-time staff and 178 student employees.

## **COLLEGE OF MEDICINE**

FIU’s Herbert Wertheim College of Medicine has been granted full accreditation, fulfilling a promise university leaders made to build a public medical school in Miami committed to training a new generation of physicians. The Wertheim College of Medicine graduated its inaugural class of 33 students on April 29, 2013. The Herbert Wertheim College of Medicine aims to create a diverse and inclusive environment in which everyone feels valued and included. HWCOC values all dimensions of diversity among medical students, faculty, and staff, including but not limited to age, race/ethnicity, gender, gender identity, sexual orientation, physical ability, and geographic diversity.

- To enhance diversity among students, HWCOC’s admissions criteria goes beyond grade point averages and MCAT scores, giving value to personal attributes (e.g., motivation for medicine and for FIU, leadership, compassion, languages spoken, economic/educational disadvantaged status), personal experiences (e.g., community service, clinical experiences, overcoming hardships).
- To enhance diversity among faculty and staff, HWCOC’s Assistant Dean for Diversity works closely with Human Resources staff to ensure a diverse applicant pool is established and considered in the hiring process for all faculty and staff. An Associate Dean for Women in Medicine and Science is responsible for ensuring gender equity in recruitment, retention, and advancement opportunities within HWCOC.

An important focus of HWCOC’s diversity policy is “blending of different life and cultural experiences.” HWCOC students are engaged in the South Florida community through a broad variety of activities with community organizations. Through these activities, students interact with patients and professionals that have diverse characteristics, attributes, and experiences, all of which enhance the diverse learning environment for medical students. In addition we have enacted the following diversity initiatives:

- HWCOC NeighborhoodHELP™: This program addresses the goal of inculcating cultural competence through required service learning. Through all 4 years of the medical education program, students undergo experiential learning as they interact with various community agencies and members of households in underserved diverse neighborhoods.
- Diversity and Inclusion Taskforce: The Diversity and Inclusion Taskforce was formed to address issues of diversity and inclusion at HWCOC. The Taskforce comprises faculty, administration, staff, and student representatives. The overriding purpose of the Taskforce was to develop an HWCOC diversity strategic plan that complements the Mission and Value statements. The Taskforce meets quarterly to foster and promote diversity initiatives and programs throughout the year.



- **Climate Assessment:** Beginning March 2011, FIU HWCOT launched a diversity climate assessment to collect baseline data on the extent to which HWCOT is an inclusive and welcoming environment for all faculty, staff, and students. Most of the data was collected within a 3-month time frame from 196 faculty, staff, and students (49% response rate). This assessment provided data to the Office of Diversity and Inclusion, allowing the office to develop a strategic plan for diversity at the institution. Some of the major findings indicate that HWCOT has a diverse environment and that 80% of respondents are “very pleased” with their work environment and feel it is a warm and welcoming environment.
- **Diversity Awareness Workshops:** The Office of Diversity and Inclusion sponsored a series of Diversity Workshops. The workshops were designed as an introduction to help participants understand the significance of diversity in enhancing our learning and working environments, and how we can relate to each other more respectfully.

#### Pipeline Initiatives.

The HWCOT has a number of pipeline programs and partnerships to engage the community. These initiatives include:

- **Florida International University:** HWCOT partners with the Office of Pre-Health Professions Advising and Pre-Collegiate programs to enhance diversity in the pool of well-prepared applicants for admission to medical school.
- **Students in Healthcare and Research Professions Program (SHARP):** This pipeline program prepares and inspires talented under-represented minority high school students in 9-12 grade to pursue careers in medicine, health science, or health-related research.
- **HWCOT Doctors of Tomorrow Program:** This program provides a 1-week residential training opportunity at the HWCOT for Florida residents who have completed their sophomore year in a pre-medical program at a college in the State of Florida.
- **HWCOT Summer Science Training and Research (STAR):** This program provides an 8 -week residential training opportunity for college students to participate in at FIU HWCOT.
- **Miami-Dade County Public Schools:** HWCOT offers programs to MDCPS students including tours of HWCOT, reading tutors and after-school tutoring activities.
- **Florida Memorial University:** HWCOT has conducted semi-annual workshops with students at Florida Memorial University to provide information on pursuing a career in medicine.
- **National Medical Association Affiliate, James Wilson Bridges Medical Society:** This organization has provided financial support for HWCOT pipeline activities.
- **100 Black Men of South Florida (100BMSF):** Through 100 Black Men of South Florida. HWCOT has arranged annual daylong events for middle school boys, in which they tour the FIU campus and participate in interactive lab exercises at HWCOT and the College of Nursing and Health Sciences.



# COLLEGE OF LAW

The College of Law is committed to diversity throughout its faculty, administration and students. Its rankings recognize this diversity.

- Ranked #1 most diverse faculty in Florida by Princeton Review; #3 nationally.
- Ranked #1 best environment for minority students in Florida by Princeton Review; #2 nationally.
- Ranked #1 most diverse law school in Florida by National Jurist; #3 nationally.
- Ranked #1 most diverse law school in Florida by U.S. News and World Reports; #7 nationally.

## Faculty & Administration.

The College of Law's faculty is diverse. Overall, 43% of its faculty is of diverse backgrounds, 48% are women. The College of Law's diversity is pervasive and visible at all levels. All but one of the Deans is of a diverse background, more than half are women. The tenured faculty is likewise diverse. Of the fifteen tenured faculty, seven (47%) are of diverse backgrounds: two are of African descent, four of Hispanic descent and one of Middle-Eastern descent; additionally, and three are women. The junior, tenure-track faculty is even more diverse, a fact that implies increased future diversity among tenured faculty. Of the six junior faculty, three are women (50%) and four (67%) are of diverse backgrounds: one of African descent, one of Hispanic descent, one of American-Indian descent and one of Middle-Eastern descent. Among administrative department heads, 100% of directors and associate directors are of diverse backgrounds (two of African descent; four of Hispanic descent), and two-thirds are women.

The College of Law has achieved this diversity through purposeful recruiting. Its faculty appointments committee has been charged with searching affirmatively for diverse candidates. The committee members themselves are diverse. This year's committee, for example, consisted of six senior faculty: two of African descent and two of Hispanic descent; and three are women. Recent faculty hires have reflected this diversity. Over the past four years, four of the six faculty hired are of diverse backgrounds (two of African descent, one of Hispanic descent and one of Native American descent).

## Students & Enrollment.

The College of Law's enrollment places it among the few majority-minority law schools in the nation. Its percentage of minority enrollment is 59.6%. This percentage has steadily increased over the last few years (56.3% in 2011, 56.6% in 2010, 55.7% in 2009 and 53.2% in 2008). Its percentage of female enrollment is 51.6%. This percentage, likewise, has steadily increased (50.1% in 2011, 51.2% in 2010, 47.7% in 2009 and 46.2% in 2008). Although many of the College of Law's diverse students are Hispanic (44.9%), its student body includes a substantial number of African-Americans (11.0%) and other minorities (3.8%).

As with the faculty, the student body's diversity is pervasive and visible at all levels. Diverse students excel at the College of Law. They are among its best. Its top first year student for each of the past three years has been diverse. Two of the three have been of African descent, the third of Hispanic descent. Its top first year and second year students this year are diverse (Hispanic and African-American). Among its moot court finalists, more than 60% have been diverse. And the winners more so: the 2012 winning team was comprised of an African-American male and a Hispanic male; the 2013 winning team was comprised of two African-American females. Diversity is evident among student leaders as well, including this year's study body president. Importantly, academic success has yielded post-graduation success. Diverse students are finding excellent employment opportunities and succeeding in the workplace.

We achieve these results by actively recruiting diverse students and then by helping them succeed in law school and subsequently in the job market. These efforts include:

- Aggressive Prospect Generation: The Office of Admissions & Financial Aid utilizes LSAC's CRM and data management system, ACES2, to generate new prospective student leads by selecting



criteria that the institution seeks for a variety of purposes. Within the overall recruitment plan, a group identified as "minority candidates" was selected to receive additional outreach in an attempt to counteract the shortage of minority applicants. (See table below provided by LSAC Current Volume Report on 4/5/2013.) The CRS search resulted in 661 prospects nationwide that were invited to apply by email and their application fee was waived. The effort resulted in 19 applications to FIU Law. Admissions offers with scholarship were made to 3 candidates, 7 were admitted without scholarship, 2 were waitlisted, 5 are currently pending review from the admissions committee, and 2 were not offered admission. A CRS search for candidates in Puerto Rico was also initiated and this resulted in 516 candidates of which 7 applied. As of this writing, 3 applicants have been referred to committee, 1 is pending review, and 3 were not offered admission.

- **Telephone Campaign:** A telephone campaign was initiated in late March, to African American student that were offered admission into the FIU College of Law entering class of 2013. This campaign coincided with the approaching deposit deadline date of 4/1/2013. The admitted students were contacted by a faculty member, as well as, a student representative of the Black Law Student Association (BLSA) in an attempt to welcome the admitted student and encourage seat deposit commitment. This effort resulted in a 21% yield with 4 out of 19 candidates submitting their seat deposit.
- **Advertising:** This year the College of Law was featured and advertised in several publications highlighting diverse populations in legal education. Ad space featuring 3<sup>rd</sup> year law student Ama-Mariya Ampah, Class of 2013 and Mayowa Odusanya, J.D. '09 was purchased for The Black Student's Guide to Law Schools, published by On Being a Black Lawyer. Black Pre-Law Magazine included an advice column by 3<sup>rd</sup> year law student Charlyn Stanberry. Ad space was purchased in Hispanic Business Magazine ([hispanicbusiness.com](http://hispanicbusiness.com)) to accompany the release of their annual Top 10 Best Schools for Law rankings which placed FIU College of Law at #2. National Jurist listed FIU Law as 3<sup>rd</sup> most diverse law school in the country.
- **On Campus Pre-Law Recruiting:** In partnership with the Leadership Council of Legal Diversity (LCLD) and the Society of American Law Teachers (SALT), a BA to JD event targeting prelaw students drew over 100 participants that included prelaw advisors, prospective law students, faculty and administrators, and law school admissions counselors. Various mediums were utilized to promote the event throughout the FIU campus and to other undergraduate institutions. A CRS search was generated in order to contact prospects by email.

The College of Law was selected by the Council on Legal Education Opportunity (CLEO) to host a series of prelaw workshops as part of the CLEO Connection program which ran from October 2012 – March 2013. CLEO also accepted FIU Law's proposal to host the regional summer ASAP/AIE workshops. Additionally, the College of Law's proposal to host the 2014 Annual Meeting of Law School Diversity Professional was accepted.

- **Off Campus Pre-Law Recruiting:** This year the Office of Admissions participated in 103 off-campus recruitment events, of which 11 were geared towards minority recruitment and pipeline initiatives. The following is a list of law fairs and the applicant results of its participation. These fairs took place in the fall and targeted prelaw students, mostly at undergraduate institutions or locations with strong minority representation:

Atlanta University Consortium (Morehouse, Spelman, Clark Atlantic)  
 CLEO ASAP Regional Conferences (Chicago, Houston, NY)  
 FIU Multicultural Graduate Symposium  
 Latino Justice PRLDEF  
 Mid-Atlantic Conference



National Black Prelaw Conference  
Puerto Rico Law Fairs:  
SALT BA to JD – DC Event  
St. John's Diversity Fair  
Wisconsin Minority Prelaw

The College of Law was also invited to speak on a number of panels, three of which were specific to minority recruitment and diversity in legal education: The Mid-Atlantic Conference at Howard University, the LSAC Forum in Los Angeles' panel on Diversity Admissions, and LSAC/Street Law's seminar for community college educators.

- Career Planning and Placement: The staff at the Career Planning and Placement Office ("CP&P") is committed to serving students by finding employers that are committed to diversity. To this end, the staff has identified a variety of diversity programs, including minority job fairs and off-campus interview programs. The CP&P keeps students informed of opportunities and supports them during the application process. The staff of the CP&P understands that diversity comes in many different forms, and students have the opportunity to participate in a wide variety of job fairs including the Southeastern Minority Job Fair (SEMJF), Hispanic National Bar Association Career Fair, Lavender Law Career Fair, Vault/MCCA Legal Diversity Career Fair and IMPACT Career fair.

#### Pipeline Initiatives.

The College of Law believes that fostering diversity includes engaging the local community to increase future diversity, i.e., to broaden the pipeline of diverse student interested in and prepared to attend law school. The College of Law's Dean, prior to joining FIU, received the CLEO (Council on Legal Educational Opportunity's) legacy award. Since joining FIU, he has been named to the ABA Council for Racial and Ethnic Diversity in the Education Pipeline and the ABA's Commission on Hispanic Legal Rights & Responsibilities. The College of Law's Senior Associate Dean is deeply involved in the South Florida community, and has for years taken a special interest in pipeline work. As a result the College of Law is engaged in several activities to increase the number of younger students interested in, and prepared for, law school. These include:

1. In the summer of 2012, in conjunction with the College of Education, the FIU Law Office of Student Services hosted the 2nd Annual Math and Civics Summer Institute for Liberty City 3rd, 4th, and 5th graders. The Math & Civics Summer Institute aims to build a new national model for transforming disenfranchised young people into educational change agents in their communities. Using innovative techniques, the Institute gets elementary students excited about learning mathematics and teaches them youth rhetorical and civic skills.
2. On September 12, 2012 FIU Law hosted a leadership program sponsored by the Florida Diversity Council. University students throughout South Florida participated.
3. On November 3, 2013 FIU Law sponsored an Ethics Summit, bringing together Miami-Dade County Public Schools' parents, students, administrators, school board members and university officials.
4. In collaboration with the Law School Admissions Council's (LSAC) DiscoverLaw program, the FIU Law Office of Admissions and Financial Aid hosted a high school visit day on Monday, February 25th to strengthen pipeline efforts within the local community. Four area high schools: Hialeah Law Academy, Coral Reef Senior High, Law Enforcement Officers Memorial High, and COPE Center North were invited and over 100 students from underrepresented and diverse ethnic and socioeconomic backgrounds were in attendance. The program, held in the Rafael Diaz-Balart Hall, featured a video presentation from current law students discussing why they chose to attend law school; a mock class



taught by the Honorable José M. Rodríguez, Circuit Judge of the 11th Judicial Circuit of Florida; an interactive law student panel; and a tour of the building with current law-student ambassadors.

## PART IV. SEX EQUITY IN ATHLETICS

### A. Sex 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. Sex Equity in Athletics Update**

Element	Assessment	Area for improvement?
1. Sports offerings	Survey completed in January 2013	
2. Participation rates, male and female, compared with full-time undergraduate enrollment		Yes
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Softball Grandstand	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 while six (6) women's sports have the NCAA maximum allowable coaching positions, but only one has the maximum with full-time employees, others are graduate assistants.	Yes
f) publicity and promotion	Equitable	
g) other support costs	Equitable	
6. Provision of equipment and supplies	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. Sex Equity in Athletics - Areas for Improvement**

Areas for improvement	Program for improvement	Timetable
Participation Rates	Narrowed the gap by adding the new sport of women's sand volleyball which	Completed first season
Softball Facility	Architect designed grandstand expansion.	Bid going out in May and construction will be completed by softball competitive season 2014.
Comparable Coaching	Women's softball, soccer and volleyball	Advertising positions and hire for July 1, 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**

	Males				Females				Total			
	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13
Baseball	30	35	39	35	0	0	0	0	30	35	39	35
Basketball	15	14	14	16	13*	12	14	15	28	26	28	31
Golf	0	0	0	0	5*	7	8	7	5	7	8	7
Softball	0	0	0	0	17	19	22	21	17	19	22	21
Swimming	0	0	0	0	23	23	26	27	23	23	26	27
Tennis	0	0	0	0	8	8	8	6	8	8	8	6
Track&Field & Cross Country	28	30	28	25	31	44	37	43	59	74	62	68
Volleyball	0	0	0	0	14*	14	14	19	14	14	14	19
Soccer	22	24	23	24	24	25	26	26	46	49	49	50
Football	90	99	98	99	0	0	0	0	90	99	98	99
Sand Volleyball	0	0	0	0	0	0	0	18				18
Total Participants	185	202	202	199	135	152	155	182	320	354	354	381
% of Participants	57.8%	57.0%	57.0%	52.2%	42.1%	42.9%	43.7%	47.7%				
<b>Fall 2011 EF2A Student Enrollment</b>	19,370	23,956	20,977	22,008	25,591	31,070	26,922	28,369				
Percent Student Enrollment	43.0%	43.4%	43.7%	43.6%	56.7%	56.3%	56.1%	56.2%				

Numbers are based on anyone who was eligible to compete the last day prior to the first date of completion in the sports' competitive season.

**Chart 4. Female Enrollment Rates Compared to Participation Rates 2010-2011 and 2011-2012**

Women Athletes	2011-2012	2012-2013	Gap Difference
Enrollment	56.3%	56.2%	0.1%
Participation	43.7%	47.7%	4.0%

According to the table, in Fall 2012, females were 56.2% of students enrolled full-time at the university compared to 47.7% of student-athletes. This component does not meet compliance due to the more than 5% gap between the percentage of participants and the percentage of female students enrolled in Fall 2012. However, while the University female enrollment remained virtually the same, the participation of female student-athletes increased by 4.0% making an increase for the last four consecutive years.

### Program Overall Effectiveness

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).



In AY 2012-13, the Athletic Department has made tremendous gains in participation rates of females versus male student-athletes. In addition to our continued efforts of proactively inviting walk-ons to our female sports programs and placing a roster cap on the male sports, this year the new NCAA women's sport of sand volleyball was added to our program. These efforts produced a significant increase in the participation rates of females as compared to males which lowered slightly. These strategies continue to be implemented and are 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 continues with the plans to improve facilities to continue with the tremendous strides we have made in the last several years in renovating and expanding locker rooms facilities for our women's and men's basketball, women's and men's soccer, volleyball, sand volleyball, women's swimming and diving and track and field/cross country teams. Although athletic facilities continue to be an area that needs improvement, construction projects are planned to enhance facilities as funds are identified. Construction was completed in fall 2012 adding electrical and installing a lighting system in our 3,000sf softball batting cage. The architecture plans are complete and construction is set to begin on the softball stadium grandstand expansion in May/June 2013 and to be completed prior to the start of the 2014 season. As illustrated, 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. This year we have graduated one hundred (100) student-athletes. Two learning specialists are employed and available to all student-athletes. Each team is assigned an academic advisor and our coaches play a key role in encouraging and monitoring student athletes in their academics.

## PART V. EMPLOYMENT 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 2012	9	27	2	79	N/A	60	0	270	0	0	130	447
Number, Fall 2011	6	24	1	66	N/A	60	0	278	0	0	119	435
Percentage Change From Fall 2011 - 2012	50.0%	12.5%	100%	19.7%	N/A	0.0%	N/A	-2.9%	N/A	N/A	9.2%	2.8%
Number, Fall 2007	6	28	0	N/A	58	68	N/A	301	N/A	0	137	461
Percentage Change from Fall 2007- 2012	50%	3.6%	N/A	N/A	N/A	11.8%	N/A	-10.3%	N/A	N/A	-5.1%	3.0%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2012, 2011 and 2007												



From AY 2011-2012, the University successfully increased its percentage of tenured professors from the ethnic/racial protected classes with increases of 50% in Non-Resident Alien category, 100% in the American Indian/Alaskan Native category, and 19.7% for Asians. Additionally, females also fared well with a 9.2% increase. From 2007-2012, the Non-Resident Alien category maintained a steady increase of 50% while the other categories suffered slight decreases. 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 2012	43	11	2	45	N/A	19	0	120	0	0	104	240
Number, Fall 2011	41	12	1	41	N/A	16	0	109	0	0	94	220
Percentage Change From Fall 2011 - 2012	4.9%	-8.3%	100%	9.8%	N/A	18.8%	N/A	10.1%	N/A	N/A	10.6%	9.1%
Number, Fall 2007	42	23	1	N/A	27	19	N/A	83	N/A	0	72	195
Percentage Change from Fall 2007- 2012	2.4%	52.2%	100%	N/A	N/A	0.0%	N/A	44.6%	N/A	N/A	44.4%	23.1%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2012, 2011 and 2007												

The University has made progress in recruiting the ethnic/racial protected classes from 2011-2012. The only exception can be noted in the recruitment of Black professors which decreased slightly. The University did fairly well in its recruitment of Hispanics with an 18.8% increase and 10.6% increase in recruitment of women. There was a decline in the amount of Black professors between 2007-2012 but a significant increase in the university's recruitment of women with an increase of 44.6%. The university will continue its commitment to advertising career opportunities in female and minority publications with an emphasis on 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/OPI	W	≥ Two More	NR	Female	Total
Number, Fall 2012	71	31	0	28	N/A	60	0	263	2	0	259	503
Number, Fall 2011	21	26	0	22	N/A	60	0	170	0	1	161	310
Percentage Change From Fall 2011 - 2012	238.1%	19.2%	N/A	27.3%	N/A	0.0%	N/A	54.7%	N/A	-100.0%	60.9%	62.3%
Number, Fall 2007	7	12	0	N/A	12	68	N/A	109	N/A	0	87	172
Percentage Change from Fall 2007- 2012	914.3%	158.3%	N/A	N/A	N/A	11.8%	N/A	141.3%	N/A	N/A	197.7%	192.4%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2012, 2011 and 2007												

Analysis of the employment representation for this category indicates a 192.4% increase in the ethnic/racial protected classes from Fall 2007 to Fall 2012. Female recruitment also produced an overall increase of 197.7%. The institution also demonstrated a significant increase for Black faculty with an increase of 158.3% and an increase of 237.5% for Hispanic faculty. Perhaps our highest achievement was in the area of Non-resident aliens which yielded a 914.3% increase. These totals indicate the universities commitment to recruiting a diverse faculty supporting its mission to be Worlds Ahead.

**Chart 4. Category Representation – Executive/Administrative/Managerial Employees**

Indicator	NRA	B	AI/AN	A	A/PI	H	NH/OPI	W	≥ Two More	NR	Female	Total
Number, Fall 2012	9	85	0	27	N/A	317	0	302	0	2	447	742
Number, Fall 2011	8	81	0	27	N/A	302	1	296	0	0	423	715
Percentage Change From Fall 2011 - 2012	12.5%	4.9%	N/A	0.0%	N/A	5.0%	-100.0%	2.0%	N/A	N/A	5.7%	3.8%
Number, Fall 2007	11	53	1	N/A	19	196	N/A	237	N/A	0	283	517
Percentage Change from Fall 2007- 2012	-18.2%	60.4%	-100.0%	N/A	N/A	61.7%	N/A	27.4%	N/A	N/A	58.0%	43.5%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Full-time Fall Staff 2012, 2011 and 2007												



Analysis of the employment representation for this category demonstrates an increase in all of the ethnic/racial protected classes with an increase of 43.5% from 2007-2012. There was an increase of 60.4% for Blacks, 61.7% for Hispanics. The recruitment for Asians and Non-resident Aliens declined but the amount of female employees in this category increased by 58%.

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

The areas of improvement and achievement are documented throughout the report.

## PART VII. PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS, 2011-2012

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
<b>MALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	6	0	1	0	5
Black or African American	2	0	1	0	1
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	9	0	1	0	7
Other, Not Reported	0	0	0	0	0
<b>Total Male (Number and Percent) (include Other, Not Reported)</b>	<b>18</b> <b>56.3%</b>	<b>0</b> <b>0.0%</b>	<b>3</b> <b>75.0%</b>	<b>0</b> <b>0.0%</b>	<b>14</b> <b>56.0%</b>
<b>FEMALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	0	0	4
Black or African American	1	1	0	0	0
Hispanic	4	1	1	0	2
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	5	0		0	5
Other, Not Reported	0	0	0	0	0
<b>Total Female (Number and Percent) (include Other, Not Reported)</b>	<b>14</b> <b>43.8%</b>	<b>2</b> <b>100.0%</b>	<b>1</b> <b>25.0%</b>	<b>0</b> <b>0.0%</b>	<b>11</b> <b>44.0%</b>
<b>GRAND TOTAL</b>	<b>32</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>25</b>

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

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



**PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION, Annual Year 2011-2012**

	Black or African American		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	
Type of Committee	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																		
No University-wide Committee																		
College of Architecture & the Arts																		
College Committee	0	0	0	0	0	0	0	0	3	1	0	0	1	0	0	0	4	1
Architecture Dept. Committee	0	0	0	0	0	0	0	0	2	1	0	0	1	2	0	0	3	3
Music Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	7	1	0	0	7	1
Theatre Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
College of Arts & Sciences																		
College Committee	1	0	0	0	0	0	0	0	1	0	0	0	3	2	0	0	5	2
Criminal Justice Dept. Committee	0	0	0	0	0	1	0	0	2	0	0	0	1	1	0	0	3	2
Earth & Environment Dept. Committee	1	0	0	0	4	0	0	0	3	0	0	0	10	3	0	0	18	3
English Dept. Committee	0	3	0	0	0	1	0	0	0	0	0	0	11	7	0	0	11	1
Global Sociocultural Studies (GSS) Dept. Committee	1	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	4	1
Mathematics & Statistics Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
Philosophy Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	5	2	0	0	5	2
Politics & Int'l Relations Dept. Committee	0	0	0	0	1	0	0	0	3	0	0	0	11	4	0	0	15	4



Religious Studies Dept. Committee	0	0	0	0	0	0	0	0	0	0	1	0	0	5	3	0	0	5	4
<b>College of Business Administration</b>																			
<b>College Committee</b>	0	1	0	0	3	1	0	0	0	0	0	0	1	0	0	0	0	3	3
Accounting Dept. Committee	0	1	0	0	4	0	0	0	0	0	0	0	0	1	0	0	0	5	1
Decision Sciences & Info. Systems Dept. Committee	0	1	0	0	4	1	0	0	0	0	0	0	0	4	0	0	0	8	2
<b>College of Education</b>																			
<b>College Committee</b>	1	0	0	0	1	0	0	0	0	0	0	0	0	1	2	0	0	3	2
Leadership & Professional Studies Dept. Committee	0	0	0	0	0	0	0	0	0	1	1	0	0	3	2	0	0	4	3
Teaching & Learning Dept. Committee	0	1	0	0	0	0	0	0	0	0	0	0	0	4	4	0	0	4	5
<b>College of Engineering &amp; Computing</b>																			
<b>College Committee</b>	0	0	0	0	3	0	0	0	1	0	0	0	0	3	0	0	0	7	0
Electronic & Computer Engineering Dept. Committee	0	0	0	0	2	0	0	0	0	1	0	0	0	5	0	0	0	8	0
Mechanical & Materials Engineering Dept. Committee	1	0	0	0	3	1	0	0	0	0	0	0	0	6	0	0	0	10	1
Computer Information Science Dept. Committee	1	0	0	0	8	0	0	0	0	0	0	0	0	8	1	0	0	17	1
<b>School of Hospitality &amp; Tourism Management</b>																			
College Committee	0	0	0	0	1	0	0	0	0	1	0	0	0	2	1	0	0	4	1
No Dept. Committee																			
<b>College of Law</b>																			



<b>College Committee</b>	2	0	0	0	0	0	0	0	2	1	0	0	6	3	0	0	10	4
No individual "departments" within the College of Law																		
<b>College of Nursing &amp; Health Sciences</b>																		
College Committee	0	0	0	0	0	0	0	0	1	0	0	0	1	3	0	0	2	3
No Dept. Committee																		
<b>School of Journalism &amp; Mass Communication</b>																		
College Committee																		
No Dept. Committee	0	0	0	0	0	0	0	0	0	0	0	0	3	2			3	2
<b>Robert Stempel College of Public Health &amp; Social Work</b>																		
College Committee	1	0	0	0	1	0	0	0	0	0	0	0	4	0	0	0	6	0
Dietetics & Nutrition Dept. Committee	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	4



## 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**

<b>Estimated Expenditures</b>	<b>2011-12 Projected</b>	<b>2011-12 Actual</b>	<b>2012-13 Projected</b>
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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