



**FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**GOVERNANCE COMMITTEE**

Friday, December 8, 2017  
12:00 p.m. *\*approximate start time*  
Florida International University  
Modesto A. Maidique Campus  
Graham Center Ballrooms

**Committee Membership:**

Claudia Puig, *Board Chair*; Jorge L. Arrizurieta, *Board Vice Chair*; Cesar L. Alvarez; Jose J. Armas;  
Leonard Boord; Gerald C. Grant, Jr.

**AGENDA**

1. Call to Order and Chair's Remarks Claudia Puig
2. Approval of Minutes Claudia Puig
3. Action Items
  - G1. 2017 Florida Educational Equity Act Report Shirlyon J. McWhorter
  - G2. Performance-based Funding – Metric 10: Board of Trustees Choice Kenneth G. Furton
4. Discussion Item
  - 4.1 Florida Board of Governors Trustee Summit Mark B. Rosenberg
5. New Business (*If Any*) Claudia Puig
6. Concluding Remarks and Adjournment Claudia Puig

*The next Governance Committee Meeting is scheduled for Tuesday, February 27, 2018*

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## 2. Approval of Minutes

### *Approval of Minutes*

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Governance Committee**  
December 8, 2017

**Subject: Approval of Minutes of Meeting held September 7, 2017**

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**Proposed Committee Action:**

Approval of Minutes of the Governance Committee meeting held Thursday, September 7, 2017 via conference call.

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**Background Information:**

Committee members will review and approve the Minutes of the Governance Committee meeting held on Thursday, September 7, 2017 via conference call.

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**Supporting Documentation:** Minutes: Governance Committee Meeting, September 7, 2017

**Facilitator/Presenter:** Claudia Puig, *Governance Committee Chair*

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**FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
GOVERNANCE COMMITTEE  
MINUTES  
SEPTEMBER 7, 2017**

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

The Florida International University Board of Trustees' Governance Committee meeting was called to order by Board Chair Claudia Puig on Thursday, September 7, 2017 at 11:43 a.m. via conference call.

The following attendance was recorded:

***Present:***

Claudia Puig, *Board Chair*

Jorge L. Arrizurieta, *Board Vice Chair*

Cesar L. Alvarez

Jose J. Armas

Leonard Boord

Gerald C. Grant, Jr.

Trustee Dean C. Colson and University President Mark B. Rosenberg also participated in the meeting.

Board Chair Puig stated that due to the severity of Hurricane Irma, the FIU Board of Trustees meetings scheduled for September 6 and 7, 2017 were cancelled. She added that the Governance Committee meeting, previously scheduled for September 7, 2017, was moved to a conference call in order to handle only a limited number of time sensitive matters.

Board Chair Puig noted that the Board's Governance Committee has and may exercise all powers and authority of the Board on an as needed basis between regular Board meetings for time-sensitive matters, subject only to such restrictions or limitations that are specified in the Board's Bylaws. She added that all actions taken by the Governance Committee would be reported at the next Board of Trustees meeting.

University President Mark B. Rosenberg indicated that in light of the possible impact of Hurricane Irma to the South Florida area, classes were cancelled as of 11 p.m. on Tuesday, September 5, 2017, and he provided an overview of the University's preparedness efforts. He also stated that at Governor Rick Scott's request, the FIU Modesto A. Maidique Campus is serving as a shelter for Monroe County special needs and general population evacuees.

## **2. Approval of Minutes**

Board Chair Puig asked if there were any additions or corrections to the minutes of the June 2, 2017 Governance Committee meeting. A motion was made and passed to approve the minutes of the Governance Committee meeting held on Friday, June 2, 2017.

## **3. Follow-up from Previous Meeting**

Board Chair Puig stated that in response to Board of Governors' (BOG) request to the boards of trustees to assess their respective delegations, she is collaborating with President Rosenberg and University General Counsel Carlos B. Castillo to assess FIU's delegations of authority to the President. As she also mentioned during the June Board of Trustees meeting, Chair Puig explained that in anticipation of the November BOG Trustee Summit, BOG Chancellor Marshall Criser III had requested the top two university priorities from each State University System (SUS) institution board chair. Chair Puig stated that the following priorities were submitted on behalf of FIU: (1) the integration and improvement of academic advising/career counseling, and (2) the future of work and 4-year degrees. Chair Puig urged Trustees to participate in the BOG's Trustee Summit, scheduled for November 8, 2017.

## **4. Action Items**

### **G1. Performance-based Funding – Metric 10: Board of Trustees Choice**

Provost and Executive Vice President Kenneth G. Furton presented the Performance-based Funding – Metric 10: Board of Trustees Choice for Committee review and approval. He noted that the BOG had requested the SUS institutions to (1) choose three metrics from a prescribed list of metrics provided by the BOG, prioritized in order of preference; (2) propose benchmarks for excellence, on a scale of 1-10, for each of the three metrics; and (3) propose benchmarks for improvement, on a scale of 1-10, for each of the three metrics.

A motion was made and passed by the FIU Board of Trustees Governance Committee to select the following three options for BOG Performance Funding Metric 10: University Board of Trustees Choice: (1) Number of Post-Doctoral Appointees; (2) Average GPA of Incoming Freshman; and (3) Total R&D Expenditures in Millions.

### **G2. Ratification of the 2017-2020 Collective Bargaining Agreement between the Florida International University Board of Trustees and the Florida Nurses Association, Office and Professional Employees International Union, Local 713, AFL-CIO (Local 713)**

Senior Vice President and Chief Financial Officer Kenneth A. Jessell presented, for Committee review and approval, the ratification of the 2017-2020 Collective Bargaining Agreement between the FIU Board of Trustees and the Local 713, AFL-CIO. He presented an overview of the key terms, adding that the new agreement provides for wage increases resulting in greater retention and competitiveness with the local market when making new hires. He stated that the total cost of three-year wage increase amounted to \$74,147, with \$46,201 for the recurring across-the-board increase and \$27,946 for the merit bonus pool and one-time bonus.

Trustee Cesar L. Alvarez inquired as to individual Board member legal liability under the collective bargaining agreement. General Counsel Carlos B. Castillo explained that the FIU Board of Trustees represents the governing body of the University and that the Board of Trustees, in that capacity and as reflected in the subject collective bargaining agreement, would be entering into the agreement.

Trustee Gerald C. Grant, Jr. commended the agreement for addressing trends in turnover rates.

A motion was made and passed by the FIU Board of Trustees Governance Committee to ratify the 2017-2020 Collective Bargaining Agreement between the FIU Board of Trustees and the Florida Nurses Association (FNA), Office and Professional Employees International Union, Local 713, AFL-CIO.

## **5. New Business**

### **FF1. Mental Health Counseling and Public Safety Officer Implementation Plans**

Sr. VP and CFO Jessell presented the Mental Health Counseling and Public Safety Officer Implementation Plans for Committee review and approval, noting that the 2016-17 and 2017-18 SUS Legislative Budget Requests included funding for mental health counseling services and campus safety and security. He added that while the Legislature has not funded these system-wide requests, FIU remains committed to ensuring that University campuses are safe and secure and that students have access to well-trained, professional counselors and counseling services. He stated that the SUS has been following standards set forth by the International Association of Counseling Services and the International Association of Chiefs of Police.

A motion was made and passed by the FIU Board of Trustees Governance Committee to adopt the Mental Health Counseling and Public Safety Officers Implementation Plans.

### **AP1. Legislative Budget Requests**

- Targeted STEM Initiatives
- University-Industry Research and Development Lab

Provost Furton presented the Legislative Budget Requests (LBR) for Committee review and approval, explaining that the LBR is an assessment of needs developed by the BOG in cooperation with the System universities. He stated that FIU's Targeted STEM Initiatives would transform and reengineer STEM programs and courses to optimize the retention, graduation, marketability, and career creation and placement of engineering and computer science students. He added that the University-Industry Research and Development Lab is an expansion of FIU's StartUP initiative and would focus on partnerships with existing private sector industries to foster and develop innovation and entrepreneurship in the current competitive market.

In response to Trustee Leonard Boord's inquiry as to why the Governance Committee was meeting instead of the Full Board, President Rosenberg noted that the Governance Committee's agenda was revised to include only the time sensitive matters from the Board of Trustees September 6-7, 2017 meeting agendas, including those that require BOG approval. President Rosenberg stated that he received input from Chancellor Criser regarding the most appropriate approach to follow, given the circumstances, in order to ensure the expeditious approval of matters requiring Board of Trustees and BOG approval. Trustee Jorge L. Arrizurieta added that Board of Trustees members are notified of and welcomed to attend all Committee meetings of the Board.

A motion was made and passed by the FIU Board of Trustees Governance Committee to approve the 2018-2019 Legislative Budget Requests:

- |  |                      |
|--|----------------------|
| ▪ Targeted STEM Initiatives                        | Request: \$4,995,334 |
| ▪ University-Industry Research and Development Lab | Request: \$5,400,000 |

### **G3. Facility Security Clearance; Exclusion of Certain Directors and Officers**

Provost Furton presented the Facility Security Clearance for Committee review and approval. Provost Furton explained that Department of Defense regulations and policy require that the University's key management personnel, including Board of Trustees members, either be cleared to the level of the facility clearance or be expressly excluded from classified access. He added that consistent with best practices among the R1 Carnegie classified institutions and SUS research universities, the Board of Trustees was being asked to pursue a non-possessing facility security clearance for the purpose of providing University researchers access to classified information in order to fulfill certain federal grants held by the University.

In response to Trustee Alvarez's inquiry, Vice President of Research and Economic Development Andres G. Gil noted that the Board of Trustees would continue to have access to information pertaining to all University research projects, but certain details such as the type of research being conducted may be restricted under the specific designation as Classified by the federal funding sponsor or other governmental agency.

A motion was made and passed by the FIU Board of Trustees Governance Committee to adopt a Resolution that excludes the named members of the FIU Board of Trustees from the requirements for a personnel security clearance.

### **6. Concluding Remarks and Adjournment**

With no other business, Board Chair Claudia Puig adjourned the meeting of the Florida International University Board of Trustees Governance Committee on Thursday, September 7, 2017 at 12:35 p.m.

*There were no Trustee requests.*

*MB 9.18.17*



*Agenda Item 3*

**G1**

**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Governance Committee**  
December 8, 2017

**Subject: 2017 Florida Educational Equity Act Report**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees approve the 2017 Florida Educational Equity Act 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 2016-17 that includes information on the University's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment.

Florida Board of Governors Regulation 2.003 Equity and Access (5) provides, in relevant part, 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:** 2017 Florida Educational Equity Act Report

**Facilitator/Presenter:** Shirlyon McWhorter

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# *2017 Florida Educational Equity Act Report*

# Florida Equity Report:

Enrollment, Sex Equity in Athletics, and Employment  
Report Year: 2017



Data Year: July-June, 2015-2016

Approved by:

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Claudia Puig  
Chair, University Board of Trustees

Date

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Dr. Mark B. Rosenberg  
University President

Date

Submitted by:

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Date Sent: \_\_\_\_\_

# 2017 FLORIDA EQUITY REPORT AY 2015-2016

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## PART I. EXECUTIVE SUMMARY

The Florida Educational Equity Act (FEEA) report, also referred to as the Equity Accountability Plan, must be submitted to the Florida Board of Governors as required by Section 1000.05 F.S. and the Florida Board of Governors Regulation 2.003 Equity and Access. Florida International University (FIU) has two major campuses: Modesto A. Maidique Campus (MMC) in West Miami-Dade County, and Biscayne Bay Campus (BBC) in North Miami Beach. FIU also has other locations which include the Engineering Center, near MMC; the FIU at I-75 in Miramar, Florida; the business center in Downtown Brickell; the Miami Beach Urban Studios and the Wolfsonian-FIU on South Beach.

The Annual 2017 FEEA Report encompasses five areas: Policies and Procedures, Academic Program Reviews, Intercollegiate Athletics, Employment Representation and Other Requirements. The essence of these reports serves as a reaffirmation of the commitment of FIU toward enhancing the representation of women, minorities and other underrepresented groups in FIU's undergraduate, graduate and professional programs; athletics, faculty, academic, and administrative positions.

### **Policies and Procedures in Support of Equity**

At the center of a diverse community with more than 55,000 students and thousands of faculty and staff members, FIU is committed to fostering a climate of diversity, inclusion and equity. FIU-105, the University's Regulation of Prohibited Discrimination, Harassment and Related Misconduct was adopted April 2015.

### **Gender Equity in Athletics**

For the Fall 2016 semester, females comprised 57% of students enrolled full-time at the University compared to 50.9% 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 2016. However, all areas were assessed as equitable as FIU Athletics provided 11 varsity sports for women and 7 for men. The Athletic Department continues its efforts to increase the participation rates of female versus male student-athletes by proactively inviting walk-ons to the female sports programs, increasing female participation in track and field, and placing a roster cap on the male sports teams. The department continues ongoing facility improvements for its female student-athletes.

### **Employment Representation**

Ethnic/racial minorities and women are not significantly underrepresented in any particular organizational unit based on their availability in the recruitment area. Initiatives such as the search and screen process and Strategies and Tactics for Recruiting to Improve Diversity and Excellence Committee (STRIDE) continue to improve and impact outcomes. FIU has been awarded a \$3.2 million National Science Foundation ADVANCE Institutional Transformation Grant aimed at developing strategies to increase the number of women and minority professors in science, technology, engineering, mathematics, and the social and behavioral sciences at the University. Under the umbrella of FIU ADVANCE, the University will address this goal as part of a multipronged approach to increase the University's rate of hiring women and minority professors in engineering and sciences. The University created the Office to Advance Women Equity and Diversity to improve institutional planning for women and minority faculty.



## **Academic Programs**

**Table 1**

### **First Time in College (FTIC) Enrollment**

FIU has exceeded the 80% benchmark for under-represented FTIC minorities for the past two years.

**Table 2**

### **Florida Community College AA Transfers**

For Fall 2016, 70.4% of full-time AA transfers were minority students, with 54.1% Hispanic.

**Table 3**

### **Retention of Full-Time FTICs Entering Previous Year**

One-year retention rates for full-time freshmen averaged 87.7%. The rates were higher than average for Asians and Hispanics; and, lower than average for Blacks, Whites, and students reporting two or more races.

**Table 4**

### **Graduation Rate of Full-Time FTICs**

The six-year graduation rate for full-time freshmen was 56.2% overall. Hispanic, International (NRA) and Asian students' six-year graduation rates were above that average.

**Table 5**

### **Bachelor's Degrees Awarded**

FIU awarded 9,076 bachelor's degrees, 582 more than the previous year. The group with the largest increase in number of degrees awarded from academic year 2014-2015 to academic year 2015-2016 were students reporting two or more races.

**Table 6**

### **Master's Degrees Awarded**

Three thousand one hundred and six master's degrees were conferred in 2015-2016, a 2.7% decrease from 2014-2015. African-American, Hispanic, and White females were awarded more master's than their male counterparts in 2015-2016.

**Table 7**

### **Doctoral Degrees Awarded**

The number of doctoral degrees awarded by FIU in 2015-16 decreased from 247 in 2014-2015 to 219. Hispanic students had the largest percentage increase from the previous year from 19.4% (48) to 24.2% (53).

**Table 8**

### **First Professional Degrees Awarded**

The number of professional doctorates awarded in law and medicine increased by almost 18% from 2014-2015 to 265 degrees. Groups with the largest numbers receiving these degrees were Hispanics and Whites.



### **Protected-Class Representation in the Tenure Process**

University records reflect women and minorities continue to participate in the tenure process and no barriers appear to exist.

### **Promotion and Tenure Committee Composition**

FIU continues to work with deans and Academic Affairs to assist with recruitment and retention of faculty. The table in Part VIII provides information on the extent of diverse participation or involvement of women and ethnic/racial minorities in the promotion and tenure process.

## **A. Description of Plan Development**

The guidelines for this report were provided by the Florida Board of Governors (BOG), which oversees the State University System (SUS) of Florida. The FIU Office of Equal Opportunity Programs and Diversity (EOPD) assembled a committee comprised of representatives from Student Affairs, Academic Affairs, Athletics, Human Resources, Analysis and Information Management, Enrollment Management and Services, and other offices to complete this report (see Appendix A). The FEEA Report is prepared by FIU's Director of EOPD with the assistance of the Equity Report Committee and approved by the University President and the FIU Board of Trustees (BOT). In addition, the report is presented to the Governance Committee of the FIU Board of Trustees before it is approved by the full Board.

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

<b>PART</b>	<b>REPORTING AREA</b>	<b>RESPONSIBLE AREA</b>
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 Analysis and Information Management, Student Affairs, Enrollment Management and Services, University Graduate School
IV	Gender Equity in Athletics	Intercollegiate Athletics
V	Employment Representation	Office of Analysis and Information Management, 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, 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

In conclusion, FIU complies with state non-discrimination and Equity Act statutes. FIU is committed to the policy that all persons shall have equal access to programs, facilities, admissions, academic programs, and employment without regard to personal characteristics not related to ability, performance or qualifications as determined by University policy or by state or federal laws and regulations.

## B. Summary of Institutional Progress

FIU is a vibrant, student-centered public research university, ideally located in Miami, that is worlds ahead in its commitment to learning, research, entrepreneurship, innovation, and creativity so that our graduates are prepared to succeed in a global market. As Miami's first and only public research university offering bachelor's, master's, and doctoral degrees, FIU is worlds ahead in its service to the academic and local community. FIU is the fourth largest public university in the nation with a diverse student body of 55,000, and close to 215,000 alumni.

FIU continues its commitment to the success of our faculty, staff and undergraduate and graduate students. The University has received many accolades and implemented student success initiatives, including but not limited to:

- **Top rankings.** FIU is ranked first in the nation in awarding bachelor's degrees to minorities, and in awarding bachelor's and master's degrees to Hispanic students, making FIU one of the nation's largest Hispanic-Serving Institutions with the highest six-year Hispanic graduation rate.
- **Top rankings.** For the second year in a row, FIU has made the "America's Best Employers" list by *Forbes* magazine. FIU is the second best ranked Florida employer after Publix, and was the highest ranking university in Florida on the 2016 list. FIU was also listed on *The Chronicle of Higher Education's* Great Colleges to Work for 2016 list. FIU is the only university in the country, in 2017, to achieve honor roll designation with recognition in all 12 categories of *The Chronicle of Higher Education's* annual report on the academic workplace.
- **President's Cabinet.** President Donald J. Trump selected FIU College of Law Dean, R. Alexander Acosta, as the 27<sup>th</sup> United States Secretary of Labor. He is the first Hispanic on the President's Cabinet.
- **International Business.** FIU's international business program is ranked in the Top 5 programs in the country.
- **Small Business Development Center (SBDC).** Florida Best Practice of the Year Award for 2017 was presented to Florida SBDC at FIU in recognition of its Bizaster, a mobile disaster-preparedness app. Since 2014, the College of Business' Florida SBDC at FIU has helped launch more than 70 businesses in Miami-Dade County and assisted local entrepreneurs and small-business owners access more than \$50 million in capital.
- **Master's Degree in Enterprise Logistics.** FIU will offer the first-of-its-kind master's degree in enterprise logistics engineering beginning fall 2017 in the College of Engineering and Computing. South Florida is a gateway to Latin America and a hub for logistics and home to many companies looking to hire local talent. Most logistics degrees currently offered nationwide focus on supply chain management. This program in enterprise logistics will incorporate various aspects that affect the global community, from different products and methods of transporting them to the software, hardware, and engineering components involved in doing so. FIU's program will offer students practical knowledge, insider expertise and problem-solving skills, and companies will save time and money on training new graduates.

- **Health Care Management.** For 2017, the Doctor of Nursing Practice program is ranked #52, the Masters in Nursing Program is ranked #56, and the Health Care Management Program is ranked #57 in the nation by *U.S. News and World Report* Best Grad School Rankings.
- **Salary after Graduation.** According to a 2015 economic security report by the American Institutes for Research, FIU graduates are the best paid Florida public university graduates and have the highest rate of in-state employment after graduation.
- **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 programmatic, staffing, and educational initiatives. There were a total of 175 global/diversity programs conducted in the FIU residential areas during the 2015-2016 academic year.

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## PART II. REVIEW OF POLICIES AND PROCEDURES

The following policies and procedures have been specifically formulated to ensure equity at Florida International University. The policies and reporting procedures are updated on the webpage on an annual basis, or as often as necessary, and are widely disseminated to the University community.

### **FIU-105 Non-Discrimination Policy & Discrimination Complaint Procedures**

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

### **Student Code of Conduct**

[http://studentaffairs.fiu.edu/get-support/student-conduct-and-conflict-resolution/student-code-of-conduct%20/\\_assets/Student-Code-of-Conduct.pdf](http://studentaffairs.fiu.edu/get-support/student-conduct-and-conflict-resolution/student-code-of-conduct%20/_assets/Student-Code-of-Conduct.pdf)

### **University President 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 regard to a person's race, color, gender, religion, creed, national origin, disability, marital status, political opinions or affiliations, veterans or disabled veteran status, sexual orientation, gender identity 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.

## 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. Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report.

### 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.

The eight areas of review are:

- 1) First Time in College (FTIC) Enrollment
- 2) Florida Community College AA Transfers
- 3) Retention of Full-Time FTICs Entering Previous Year, After One Year
- 4) Graduation Rate of Full-Time FTICs After Six Years
- 5) Bachelor's Degrees Awarded
- 6) Master's Degrees Awarded
- 7) Doctoral Degrees Awarded
- 8) First Professional Degrees Awarded

**Table 1. First-Time-In-College Enrollment, Fall 2016, Fall 2015, and Fall 2011**

		Ethnicity									
		NRA	Asian	AI AN	B	H	W	NH OPI	>TWO	Unk	Total
Term	Category										
2016	Men	128	58	2	162	1271	153	0	81	1	1856
2016	Women	103	78	1	1603	1603	170	1	96	5	2303
2016	Total FTIC Fall 2016	231	136	3	2874	2874	323	1	177	6	4159
2016	Category % of Total Fall 2016	5.55	3.27	0.07	69.10	69.10	7.77	0.02	4.26	0.14	100
2015	Men	79	38	3	1177	1177	121	1	57	11	1655
2015	Women	111	46	0	1455	1455	186	1	62	7	2113
2015	Total FTIC Fall 2015	190	84	3	2632	2632	307	2	119	18	3768
2015	Category % of Total Fall 2015	5.04	2.23	0.08	69.85	69.85	8.15	0.05	3.16	0.48	100

2011	Men	55	60	1	176	1307	186	8	115	16	1924
2011	Women	53	61	1	232	1522	158	6	183	2422	2240
2011	Total FTIC Fall 2011	108	121	2	408	2829	344	14	298	40	4164
2011	Category % of Total Fall 2011	2.59	2.91	0.05	9.8	67.94	8.26	0.34	7.16	0.96	100
2011	Percentage Change in number from Fall 2011 to Fall 2016	2.56	0.38	0.02	0.05	1.48	-0.49	-0.31	-2.87	-0.82	0

Source: BOG IPEDS Fall Enrollment by Race, Ethnicity, and sex. Line 01, First time students.

<sup>1</sup> NRA = Non-resident alien, A = Asian, AI/AN = American Indian/Alaskan Native, B = Black or African American, H = Hispanic or Latino, W = White, NH/OPI = Native Hawaiian or Other Pacific Islander, Unk = Unknown

In 2016, 80.0% of the full-time FTICs at FIU were under-represented minorities. In the Fall 2015 term, this percentage was 86.0% of full-time FTICs students from under-represented groups. Therefore, FIU exceeds the 80% benchmark on percent of under-represented FTIC minorities.

Table 2. Florida State College A.A. Transfers, Fall 2016 (and Summer Continuing into Fall), Fall 2015, and Fall 2011											
		Ethnicity									
		NRA	Asian	AI AN	B	H	W	NH OPI	>TWO	Unk	Total
Term	Category										
2016	Men	199	23	1	170	743	162	1	41	7	1347
2016	Women	305	34	0	323	1089	216	0	67	7	2041
2016	Total Fall 2016	504	57	1	493	1832	378	1	108	14	3388
2016	Category % of Total Fall 2016	14.88	1.68	0.03	14.56	54.09	11.16	0.03	3.19	0.41	100
2015	Men	228	24	1	180	760	179	0	42	12	1426
2015	Women	251	37	2	268	993	220	2	62	10	1845
2015	Total Fall 2015	479	61	3	448	1753	399	2	104	22	3271
2015	Category % of Total Fall 2015	14.66	1.87	0.09	13.71	53.59	12.20	0.06	3.18	0.67	100
2011	Men	168	32	3	194	758	199	3	19	23	1399
2011	Women	231	36	3	306	1063	198	1	29	31	1898
2011	Total Fall 2011	399	68	6	500	1821	397	4	48	54	3297
2011	Category % of Total Fall 2011	12.1	2.06	0.18	15.17	55.23	12.04	0.12	1.46	1.64	100
2011	Percentage Change in number from Fall 2011 to Fall 2016	2.75	-0.38	-0.15	-0.61	-1.14	-0.88	-0.09	1.73	-1.22	0

Source: BOG IPEDS Fall Enrollment by Race, Ethnicity, and sex. Column 2 Transfer-In.

In Fall 2016, 70.4% of full-time AA transfers were minority students, consisting of 1.7% Asian, 14.6% Black, 54.1% Hispanic, 0.0% American Indian, and 0.0% Native Hawaiian or Other Pacific Islanders.

**Table 3. Retention of Full-Time FTICs Entering Fall 2015, or Summer 2015 and Continuing into Fall, After One Year**

	NRA	Asian	AI/AN	B	H	W	NH/ OPI	≥ Two	UNK	Female	Male	Total
<b>Cohort</b>	189	86	3	413	2659	311	2	116	19	2130	1668	3798
<b>Category % of Total</b>	4.98%	2.26%	0.08%	10.87%	70.01%	8.19%	0.05%	3.05%	0.5%	56.08%	43.92%	100%
<b>After 1 year</b>	159	81	2	349	2377	242	1	100	18	1876	1452	3328
<b>Retention Rate</b>	84.1%	94.2%	66.7%	84.5%	89.4%	77.8%	50.0%	86.2%	94.7%	88.1%	87.1%	87.7%

*Source: Student Instruction File. FTICs who matriculated in Fall 2015, plus those FTICs who matriculated in Summer 2015 and enrolled in Fall 2015*

One-year retention rates for full-time freshmen are shown in Table 3. The overall retention rate was 87.7%. The overall retention rate for females was above the average rate at 88.1% and lower for males at 87.1%. By race and ethnicity, the retention rate was higher than average for Asians at 94.2% and Hispanics at 89.4%, but lower than average for Blacks at 84.5%, Whites at 77.8%, and students reporting two or more races at 86.2%. Groups with small numbers of students showed a range of retention rates: higher for students whose race/ethnicity was unknown, 94.7% (n=19); lower for American Indian/Alaskan Native, 66.7% (n=3), Native Hawaiian/Other Pacific Islander, 50% (n=2).

FIU offers many first year programs designed to introduce students to the college environment and expectations. The programs, activities, and courses have been established to promote and support academic, intellectual, personal, and social growth.

- **Student Success Office (SSO)**

The Student Success Office reports directly to the Vice President for Academic Affairs and is charged with supporting the retention and graduation of undergraduate students. The SSO focuses on freshmen and those nearing graduation. The office coordinates the creation and distribution of lists that academic advisors use to reach out to students in academic risk, or who are approaching graduation. The office helps students having financial difficulties find resources to continue their enrollment, and mentors a cohort of particularly at risk freshmen students.

- **First Year Experience Course (SLS 1501)**

SLS 1501 introduces students to the University and promotes and supports academic, intellectual, personal, and social growth and success.

- **Exploratory Students**

Designed to assist students through self-discovery for the purpose of choosing and planning for a major and career path. FIU has established career focused courses to help with the transition into a prospective career, and to assist in selecting a suitable major.



- **The Common Reading Program**

Affords incoming first-year students the opportunity of participating in a common curricular experience that creates community and a common ground for discussion.

- **Peer Mentor Program**

The Peer Mentor Program is for students who want to be FIU student leaders by assisting a First Year Experience instructor throughout the length of the SLS 1501 course. Peer mentors guide fellow peers throughout their first semester of college and are a great resource for students in and outside of the classroom.

- **Surviving the First Year**

Surviving the First Year teaches incoming first year students how to balance their social and scholastic lives and understand how important it is to get organized, manage their time well, make room for homework, social activities, work and, most importantly, time to study.

- **Academic Planning and Preparation Workshops**

FIU has various academic planning and preparation workshops to give students the tools for success. "SUCCESS - THERE'S AN APP (Academic Planning and Preparation Workshops) FOR THAT!"

- **The Center for Academic Success**

The FIU University Learning Center offers students free tutorial services in the areas of reading, writing, language, and mathematics. Many students take advantage of the free workshops that the center provides on note taking, test taking, time and organization management.

- **Fostering Panther Pride (FPP)**

FIU's Fostering Panther Pride (FPP) program offers tailored academic and other support services to undergraduate students identified as former foster youth or homeless. Launched in 2013, the primary goal of FPP is to assist students in their transition to FIU, their retention and graduation, and their pursuit of securing employment or graduate school upon receiving their bachelor's degree.

**Table 4. Graduation Rate of Full-time FTICs Beginners and Early Admits Entering Fall 2010 or Summer 2010 and Continuing Into Fall After Six Years**

	NRA	Asian	AI/AN	B	H	W	NH/ OPI	≥ Two	UNK	Female	Male	Total
<b>Cohort</b>	43	136	2	445	2592	424	2	75	33	2079	1673	3752
<b>Category % of Total</b>	1.15%	3.62%	0.05%	11.86%	69.08%	11.3%	0.05%	2.0%	0.88%	55.41%	44.59%	100.0%
<b>After 6 years</b>	29	143	2	350	2462	305	2	58	32	2100	1283	3383
<b>Number of Graduates</b>	29	87	1	188	1535	211	2	33	20	1286	821	2107
<b>Percent Graduated</b>	1.4%	4.1%	0%	8.9%	72.9%	10%	0.1%	1.6%	0.9%	61%	39%	100%



<b>Category % Graduated</b>	67.4%	64%	50%	42.2%	59.2%	49.8%	100%	44%	60.6%	61.9%	49.1%	56.2%
<b>Number Retained</b>	30	97	1	220	1792	238	2	36	22	1432	1006	2438
<b>Percent Retained</b>	69.8%	71.3%	50%	49.4%	69.1%	56.1%	100%	48%	66.7%	68.9%	60.1%	65%

Source: BOG Retention Report 06-Year FTIC Graduate Rate Report.

The six year graduation rate for the full-time freshman was 56.2% overall. This rate is a 1.6% decrease from the previous academic year, which was the highest 6-year graduation rate achieved in FIU history. At FIU, female students had a graduation rate of 61.9% and males at 49.1%. This gap between males and females is documented in the national literature as a trend.

The graduation rates for Hispanics of 59.2%, International students (NRA) of 67.4%, and Asian students of 64.0% were all above the average graduation rate of 56.2% overall. White students had a graduation rate of 49.8% while Black students achieved 42.2%.

**Table 5. Bachelor's Degrees Awarded, AY 2015-2016, AY 2014-2015, and AY 2010-2011**

	NRA	Asian	AI/AN	B	H	W	NH/OP I	≥ Two	UNK	Total
<b>AY2015-2016</b>										
Male	270	104	1	403	2447	377	2	67	36	3707
Female	367	125	5	617	3562	513	5	121	54	5369
Total	637	229	6	1020	6009	890	7	188	90	9076
Category % of Total	7.02%	2.52%	0.07%	11.24%	66.21%	9.81%	0.08%	2.07%	0.99%	100.0%
<b>AY2014-2015</b>										
Male	241	96	2	369	2299	358	3	40	33	3441
Female	347	112	1	546	3455	452	5	79	56	5053
Total	588	208	3	915	5754	810	8	119	89	8494
Category % of Total	6.92%	2.45%	0.04%	10.77%	67.74%	9.54%	0.09%	1.4%	1.05%	100.0%
<b>AY2010-2011</b>										
Male	191	85	3	274	1694	408	0	9	20	2684
Female	284	132	1	490	2462	537	0	14	33	3953
Total	475	217	4	764	4156	945	0	23	53	6637

Category % of Total	7.16%	3.27%	0.06%	11.51%	62.62%	14.24%	0	N/A	0.80%	100.0%
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Source: BOG IPEDS Completions AY 2015-2016, AY 2014-2015, AY 2010-2011 Report Degrees Awarded Bachelor's Completions: Total by first major.

FIU awarded a total of 9,076 degrees in academic year 2015-2016, an increase of 582 degrees from the 8,494 awarded the previous year. Females earned 316 of the 582 additional degrees awarded in 2015-2016, and males earned 266 more bachelor's degrees.

The percentage of degrees earned by each gender has remained fairly consistent (59.6%-59.2% for women, 40.4%-40.8% for males) across the three years of data. Overall degree productivity continued an upward trend from the previous year.

The group with the largest increase from academic year 2014-2015 to academic year 2015-2016 in number of degrees earned were students reporting two or more races (58% increase, from 119 to 188). Comparing the same academic years, the largest race/ethnicity groups showed increases of 4% (Hispanic) to 11% (Black) in degrees awarded.

**Table 6. Master's Awarded, AY 2015-2016, AY 2014-2015, AY 2010-2011**

		NRA	Asian	AI/AN	B	H	W	NH/OPI	≥ Two	UNK	T
AY 2015-2016	Male	290	52	1	141	619	188	1	14	4	1309
AY 2015-2016	Female	282	47	1	224	928	266	3	27	17	1795
AY 2015-2016	Total	572	99	2	365	1547	454	4	41	20	3104
AY 2015-2016	Category % of Total	18.43	3.19	0.06	11.76	49.85	14.63	4	41	20	3104
AY 2014-2015	Male	334	42	1	131	581	240	0	17	14	1360
AY 2014-2015	Female	345	56	2	234	875	277	2	23	13	1827
AY 2014-2015	Total	679	98	3	365	1456	517	2	40	27	3187
AY 2014-2015	Category % of Total	21.31	3.07	0.09	11.45	45.69	16.22	0.06	1.26	0.85	100
AY 2010-2011	Male	263	35	1	97	451	188	0	9	11	1055
AY 2010-2011	Female	278	60	0	242	649	265	0	20	22	2571
AY 2010-2011	Total	541	95	1	339	1100	453	0	20	22	2571
AY 2010-2011	Category % of Total	21.04	3.70	0.04	13.19	42.78	17.62	0	0.78	0.86	100

Source: BOG IPEDS Completions AY 2015-2016, AY 2014-2015, AY 2010-2011 Report Degrees Awarded Master's Completions: Total by first major.

Three thousand one hundred and six (3,106) master's degrees were conferred during AY 2015-2016 (Table 6), a decrease of 2.7% from AY 2014-2015 with 3,187 masters degrees awarded. One thousand seven hundred and ninety six (1,796) master's degrees were awarded to women (57.8%) compared to 1,309 master's degrees awarded to men (42.1%). Females within the African American, Hispanic and White categories were awarded more master's degrees in comparison to their male counterparts in AY 2015-2016, a trend that was similarly observed for AY 2014-2015. Hispanic females represented the largest gender-specific fraction, 29.7%, followed by Hispanic males, 19.9% of the total number of master's degrees awarded. White and African American females represented 8.5% and 7.2% of master's degrees awarded, respectively, outnumbering their male counterparts at 6.1% and 4.5% respectively.

Hispanic students were awarded the largest number of master's degrees, 1,543 conferrals representing 49.7% of the total number of master's degrees awarded in AY 2015-2016, an increase of 4% of the total number of master's degrees awarded. This is a continuing trend at FIU. Non-resident alien (NRA) students accounted for the second largest fraction at 18.3% of the total number of master's degrees awarded in AY 2015-2016 down from 21.3% in the previous academic year. The percentage of master's degrees awarded to African American students increased slightly by .4% in AY 2015-2016. Asian students and white students accounted for 3.2% and 14.6% of the total master's degrees conferred, respectively.

**Table. 7 Doctoral Awarded, AY 2015-2016, AY 2014-2015, AY 2010-2011**

		<b>Ethnicity</b>									
		<b>NRA</b>	<b>Asian</b>	<b>AI AN</b>	<b>B</b>	<b>H</b>	<b>W</b>	<b>NH OPI</b>	<b>&gt;TWO</b>	<b>Unk</b>	<b>Total</b>
<b>Year</b>	<b>Category</b>										
AY 2015-2016	Male	45	2	0	5	11	13	0	2	0	78
AY 2015-2016	Female	18	2	0	4	24	21	0	3	1	73
AY 2015-2016	Total	63	4	0	9	35	34	0	5	1	151
AY 2015-2016	Category % of Total	41.7	2.65	0	5.96	23.2	22.5	0	3.31	0.66	100
AY 2014-2015	Male	40	3	0	3	16	22	0	3	1	88
AY 2014-2015	Female	27	7	0	14	24	27	0	0	2	101
AY 2014-2015	Total	67	10	0	17	40	49	0	3	3	189
AY 2014-2015	Category % of Total	35.5	5.29	0	8.99	21.2	25.9	0	1.59	1.59	100
AY 2010-2011	Male	35	1	0	4	16	15	0	0	0	71
AY 2010-2011	Female	26	5	0	10	13	22	0	1	0	77
AY 2010-2011	Total	61	6	0	14	29	37	0	1	0	148
AY 2010-2011	Category % of Total	41.2	4.05	0	9.46	19.6	25	0	0.68	0	100

Two hundred and nineteen (219) doctoral degrees were conferred for AY 2015-2016, down from 247 doctoral degrees conferred in AY 2014-2015. The majority of doctoral degrees (53%) were awarded to female students, a continuing trend from the previous academic year.

The largest increase was noted in doctoral degrees awarded to Hispanic students, up from 19.4% (48) of total degrees awarded in AY 2014-2015 to 24.2% (53) of total degrees awarded in AY 2015-2016. The percentage of doctoral degrees awarded to White students decreased from 33.6% in the previous academic year to 27.4% in AY 2015-16. A slight decrease was also noted in doctoral degrees awarded to African American students 7.7% (19) in AY 2014-2015 when compared to 7.3% (16) in AY 2015-2016. A continuing trend since AY 2009-2010 has been that no doctoral degrees were recorded for the American Indian/Alaska Native group.

**Table. 8 First Professional Degrees Awarded, AY 2015-2016, AY 2014-2015, AY 2010-2011**

		Ethnicity									
		NRA	Asian	AI AN	B	H	W	NH OPI	>TWO	Unk	Total
AY	Category										
2015-2016	Male	0	13	1	11	51	63	0	3	5	147
2015-2016	Female	1	23	0	19	74	59	1	0	9	186
2015-2016	Total	1	36	1	30	125	122	1	3	14	333
2015-2016	Category % of Total	0.30	10.81	0.30	9.01	37.54	36.64	0.30	0.90	4.20	100
2014-2015	Male	1	4	0	9	50	61	0	1	6	132
2014-2015	Female	0	10	1	12	59	60	1	2	6	151
2014-2015	Total	1	14	1	21	109	121	1	3	12	283
2014-2015	Category % of Total	0.35	4.95	0.35	7.42	38.52	42.76	0.35	1.06	4.24	100
2010-2011	Male	1	2	0	9	45	47	0	0	3	107
2010-2011	Female	1	4	0	8	62	36	0	3	5	119
2010-2011	Total	2	6	0	17	107	83	0	3	8	226
2010-2011	Category % of Total	0.88	2.65	0	7.52	47.35	36.73	0	1.33	3.54	100
Source: BOG IPEDS Completions AY 2015-2016, AY 2014-2015, AY 2010-2011 Report Degrees Awarded First Professional Completions: Total by first major.											

For AY 2015-2016, the designation of “Professional Doctorates” represents degrees awarded through the College of Law (JD) and the College of Medicine (MD). Three hundred and thirty three degrees were awarded under the professional doctorate category, an increase of almost 18% from AY 2014-15.

Males represent 46.0% and females 53.6% of the degree recipients. Females within the African American, Asian and Hispanic student population were awarded more first professional doctoral degrees compared to their male counterparts, a trend continued from AY 2014-15. Hispanic students represented the largest group with 40.4% of degree recipients, a slight decrease from AY 2014-2015 (44.9%). White students represented the second largest group with 36.2% of degree recipients. African American students represented 8.3% of degree recipients. Degrees granted to American Indian/Alaska Natives remained the same at 0.4%.

## Targeted Goals

After careful evaluation of our data, we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs, specifically Science, Technology, Engineering, and Mathematics (STEM). Our goals are:

- To increase the proportion of research doctorates awarded to Black students by 0.5% each year so that by 2020 Black students will represent 18% of research doctorates awarded to domestic students.
- To increase the proportion of research doctorates awarded to Hispanic students by 2.0% each year so that by 2020 Hispanic students will represent 38% of research doctorates awarded to domestic students.

## Recruitment

The FIU University Graduate School (UGS) has enhanced its strategic recruitment initiatives in order to address its minority student recruitment goals. With the restructuring of the UGS, it is partnering with Student Access and Success (SAS) for graduate diversity recruitment initiatives. In AY 2015-2016, UGS attended minority-specific professional organization conferences (Annual Biomedical Research Conference for Minority students, Emerging Research National Conference in STEM, the Southern Regional Education Board (SREB) and the Florida Education Fund McKnight Doctoral Fellowship program) for the purpose of recruiting underrepresented graduate students. In addition, the FIU McNair and Undergraduate Research conference was held in October 2016 where over 100 underrepresented STEM students from within and outside FIU were in attendance.

Recruitment initiatives are also under way to continue expanding and strengthening the presence of FIU in minority-populated markets. The UGS Recruitment Enhancement Initiative was designed to encourage academic units to develop a plan to increase graduate student diversity. In addition, the UGS increased its participation in The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM) and co-sponsored one of the sessions, as well as sponsored student travel to attend the national conference. In continued support of the NSF Bridge to Doctorate program, FIU awarded 12 new fellowships in AY 2015-2016.

The UGS continues to participate in the National Name Exchange (NNE). This is a consortium of fifty-five nationally-known universities which on an annual basis collect and exchange the names of talented underrepresented ethnic minority students who are in their sophomore, junior or senior year of their undergraduate education. The purpose of the exchange is to ensure that participating universities continue to identify a pool of qualified students who could be recruited to the graduate programs at these institutions. UGS contacted students on the shared list and communicated opportunities at FIU.

As a result of our recent recruitment activities, UGS will have eight new McKnight Fellows starting in Fall Semester 2017. McKnight Fellows, who are Black and 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. FIU is also expecting four new NSF Bridge to Doctorate students starting in Fall 2017.

## Retention

The UGS funded several initiatives aimed at retaining minority graduate students and graduate students during the AY 2015-2016. In the Spring 2016 semester, UGS and SAS co-hosted Dr. Christine Grant, CEO of Leveraged Empowerment, to deliver workshops on mentoring underrepresented graduate students. She also facilitated workshops for students, including the McKnight and Bridge to Doctorate students, on developing mentor relationships.

SAS hosted the annual “*MLK Night with McKnight*” program which celebrated those McKnight, McNair, and Bridge to Doctorate fellows that advanced to candidacy within the AY 2015-2016. We acknowledged approximately seven students. For AY 2015-2016, UGS became an institutional partner with the Southern Regional Education Board Doctoral Scholars Program and in Fall 2016, UGS sponsored the travel of six graduate students to the annual Institute on Teaching and Mentoring. At the conference, students attended an NSF GRFP Boot Camp to assist them in grant writing and networking; two important components of doctoral student retention. As a result, one doctoral student was awarded the NSF GRFP.

In order to encourage a connection between our graduate students and the community, we hosted a STEM Family Day in collaboration with the City of Miami Gardens. Graduate students from McKnight and NSF Bridge to Doctorate programs were able to present their research in an engaging and hands-on experience to elementary school students. The elementary school students that participated were winners of the local science fair and they also presented their research to the graduate students. Best practices in retaining underrepresented graduate students suggest that students are more likely to persist if they feel connected to the University community. FIU’s practice is to engage with them throughout the year in meaningful experiences that are aligned with their research studies. Other partnerships include the South Florida Collegiate 100 program sponsored by the [100 Black Men of South Florida](#). Two FIU doctoral students serve as liaisons.

## **STUDENT SERVICES**

### **1. ACADEMIC ADVISING**

All students at FIU have equal access to utilize academic advising services. FIU is committed to ensuring equitable treatment for all students and to employ a diverse staff of professional academic advisors who can serve as guides and mentors for our diverse student population. All students also have access to an online advising tool (My\_eAdvisor) that provides students with information on all degree requirements and a mechanism to send messages to and make appointments with their assigned academic advisor. They are assigned to a professional academic advisor from their respective academic department who is responsible for providing support and monitoring their academic progress.

## Student Success

As part of FIU’s Student Success efforts, the majority of FIU students are admitted directly to their respective majors and receive academic advising from their assigned departmental academic advisor. The only exceptions to that are those students who are undecided about a major or those students who are interested in nursing or engineering/computer science and who need additional time to work on math and science competencies. All of those students are admitted to FIU’s



exploratory majors and are assigned to an academic advisor from the Exploratory Advising Center. This model was implemented in 2012 to provide students with a more immediate ability to connect with their academic department and the professional academic advisors are a vital part of that process. Prior to 2012, a great deal of the academic advising at FIU was relegated to faculty members. While faculty members are extremely knowledgeable about their respective fields of study and provide excellent mentoring, they are often pulled in several directions and are not always kept up-to-date on the latest academic policies that impact students. As such, the institution set aside financial resources to increase the professional academic advising staff so that students would have more access to obtaining the academic advising that is critical to student success. Faculty remain an important and accessible aspect of our students' support network, but they now have the opportunity to provide more of a mentoring role for all students to guide them toward a seamless transition to both graduate school opportunities and jobs within their chosen field.

The university has continued reviewing the current student to advisor ratios to ensure that they are both manageable (for both advisors and students) and align with the standards that have been identified by the National Academic Advising Association. In an effort to achieve a recommended ratio of approximately 300-400 students per academic advisor, over 75 new academic advisors have been added since 2009. There have also been resources set aside to continue adding academic advisors as enrollment increases in an effort to improve retention and graduation rates. The current University-wide student to advisor ratio is just over 400:1 and it is being monitored to help guide decisions about adding more academic advisors.

In addition to providing students with greater access to academic advisors, advising efforts have also involved new strategies related to improving institutional graduation rates. Through the efforts of FIU's Academic Advising Technology department and our newly formed Student Success team, academic advisors now receive alerts on students who are not making sufficient progress toward their degree. Along those lines, lists of students who are getting close to graduation are generated and provided to academic advisors. Those students are then contacted about what they need to complete their degree requirements. These efforts (adding additional academic advisors, the implementation of the online advising tool, and the outreach efforts being made by academic advisors) are having a significant impact on FIU's 6-year graduation rates. In 2011, the 6-year graduation rate was 41%. By 2015, that rate had improved to 57%. In 2016, the 6-year graduation rate did experience a small decline (down to 55%), an expected lapse due to the fact that a significant number of the students who entered the university in 2010 left during their first two years before the new advising structure was implemented in 2012.

Within these past two years, and as a result of what we learned from the students who entered FIU in 2010 and 2011, we have also begun more outreach efforts with students in their first year of college to try and ensure that they make a smooth transition and persist to the second year. As a result, FIU's first-to-second year retention rate reached an all-time high of 82% in 2016. That rate only includes those students from the first-year cohort who are enrolled in Fall of their second year and who have at least a 2.0 grade point average. Academic advisors have been a vital aspect of those efforts in both responding to early alerts that have been submitted by faculty who teach key first-year courses and by actively reaching out (via technology and phone calls) to those students from the first-year cohort who were not yet enrolled for future semesters. All of these efforts that are aimed at utilizing academic advising to improve retention and graduation rates have also received national recognition and financial awards to help support these initiatives.

### Advising Special Populations

The efforts of the professional academic advisors and the online advising tool (My\_eAdvisor) have enabled FIU to provide additional assistance to those students who are struggling academically or who have been deemed to be more “at risk.” Academic departments and their advisors have access to place registration holds on students who are required to meet with advisors regularly. In some cases, departments place those holds on all students. In other cases, registration holds are placed only on students who are struggling to complete certain courses or whose grade point averages have fallen below acceptable standards. Beginning in 2016, all first year FIU students (freshmen and transfer students), in addition to being required to meet with an advisor prior to their first semester, are now required to meet with an advisor prior to enrolling in their second semester.

The centralized advising center also partners with the Office of Student Access and Success to support the transition and advising for students who participate in several of their programs, including those with developmental course needs, former foster youth, and those participating in special bridge programs. Students with developmental needs (referred to as College Prep students) are tracked through the Exploratory Advising Center and are required to meet with advisors in that office until they meet all of the developmental requirements. The Fostering Panther Pride program was developed to provide additional support and assistance to both students who were part of the state’s foster care system and to students who need assistance with finding a place to live (i.e. homeless students). FIU employs a Program Director and a Success Coach to work with this Fostering Panther Pride program to ensure that those students have access to both campus and community resources. Newly admitted students who have participated in FIU’s pre-college programs and who can also demonstrate financial need are invited to join FIU’s Invitational Scholars program and have access to an academic advisor who supports their academic endeavors. The Golden Scholars Program grants admission to about 40-50 students each year who are from lower income households and who fall just short of established admission standards. Those students receive programming, academic advising, and ongoing support from several members of the FIU community, including the academic advisors in the Exploratory Advising Center.

### Advisor Training and Professional Development

All academic advisors are trained centrally by the Exploratory Advising Center once they are hired and begin working at FIU. That training is coordinated by the Assistant Director for Training and Professional Development and consists of three to four days of instruction on academic policies and procedures and the strategies for effectively working with the FIU student population. That includes information regarding how to work with diverse populations as well as how to make appropriate referrals to the other resources on campus.

In addition to the initial training and the training that advisors receive from their respective academic departments, all professional academic advisors participate in ongoing professional development opportunities. More specifically, advisors can participate in workshops, attend professional conferences, take academic courses, conduct scholarly research, and participate in teleconferences, and other online training modules.

This past academic year, the professional academic advisors were provided the opportunity to attend professional development and training workshops on the following topics:

- Using the Advising Dashboard



- PantherSoft Basics
- Advising Case Studies
- Career & Talent Development Orientation
- Excess Credit Training for Advisors
- Expanding Advising Horizons – Helping Students Find Appropriate Majors
- Global Learning Workshop
- NACADA Webinar – Nudging Students to Success
- NACADA Webinar – Helping Students Clarify their Dreams
- NACADA Webinar – A Narrative Approach to Academic Advising
- NACADA Webinar – Demystifying Research in Academic Advising
- NACADA Webinar – Understanding our Students’ Multifaceted Identities
- NACADA Webinar – Mindset, Right to Fail, and Persistence
- National Student Exchange Opportunities
- Foreign Credits and International Students
- Panther Degree Audit Exception Requests Training
- Professional Advisors’ Meeting – Fall, Spring, Summer
- Redirecting Students to Different Majors
- Study Abroad Opportunities
- Transfer Credit Adjustment Training
- Transfer Equivalency Online Training

Several advisors also participated in the both the regional and annual (national) conferences that were offered by the National Academic Advising Association (NACADA). The annual conference took place in Atlanta, Georgia, and the regional conference was held in Jackson, Mississippi.

As an integral part of the academic advisor support, this past year we developed and launched a new Competency Model for professional academic advising, which is provided below.

#### Academic Advising Competency Model

As part of our desire to foster and support student success, the FIU Advising Community has adopted a set of shared competencies for academic advisors.

These competencies require academic advisors to strive for knowledge and/or commitment to the following:

- Academic Policies & Procedures
- Career Advising
- Developmental & Appreciative Advising
- Diversity & Student Development
- Interpersonal & Communication Skills
- Research & Scholarly Contributions
- Resources & Referral Techniques
- Technology

The goal of the training and professional development program at FIU is not only to ensure that academic advisors have the opportunity to learn about best practices and experience their own professional growth, but also to ensure that our students receive the best possible service and support as they work toward achieving their academic goals.

Advising and Support Websites:

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

Exploratory Advising:	<a href="http://undergrad.fiu.edu/advising/">undergrad.fiu.edu/advising/</a>
Center for Academic Success:	<a href="http://undergrad.fiu.edu/cas/">undergrad.fiu.edu/cas/</a>
Center for Excellence in Writing:	<a href="http://writingcenter.fiu.edu/">writingcenter.fiu.edu/</a>
Contact Information for all Academic Majors/Programs:	<a href="http://mymajor.fiu.edu">mymajor.fiu.edu</a>
Fostering Panther Pride:	<a href="http://undergrad.fiu.edu/fpp/index.html">undergrad.fiu.edu/fpp/index.html</a>
Invitational Scholars Program:	<a href="http://undergrad.fiu.edu/isp/">undergrad.fiu.edu/isp/</a>
Golden Scholars:	<a href="http://goldenscholars.fiu.edu/">goldenscholars.fiu.edu/</a>
Advisor Professional Development:	<a href="http://undergrad.fiu.edu/pdu">undergrad.fiu.edu/pdu</a>
FIU Office of Graduation & Retention Success:	<a href="http://undergrad.fiu.edu/retention">undergrad.fiu.edu/retention</a>

## 2. COUNSELING AND 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. 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							
Division	Male	%	Female	%	Other	%	All Encounters
BBC General Medical	998	23.05%	3308	76.41%	23	0.53%	4329
BBC Healthy Living	1643	39.22%	2528	60.35%	18	0.43%	4189
MMC General Medical	9493	35.28%	17387	64.62%	28	0.10%	26908
MMC Healthy Living	3510	34.33%	6666	65.20%	48	0.47%	10224
<b>Total</b>	<b>15644</b>	<b>34.27%</b>	<b>29889</b>	<b>65.47%</b>	<b>117</b>	<b>0.26%</b>	<b>45650</b>

**Data Assessment:** 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										
Ethnicity	BBC General Medical	%	BBC Healthy Living	%	MMC General Medical	%	MMC Healthy Living	%	All Divisions Combined	%
American Indian	6	10.91%	21	38.18%	19	34.55%	9	16.36%	55	0.12%
Asian	459	14.21%	252	7.80%	1956	60.56%	563	17.43%	3230	7.08%
Black	1082	13.70%	1294	16.39%	3943	49.94%	1577	19.97%	7896	17.30%
Hispanic	1273	6.30%	1690	8.36%	11702	57.87%	5555	27.47%	20220	44.29%
White	613	8.42%	579	7.96%	4859	66.77%	1226	16.85%	7277	15.94%
Not Reported / Unknown	50	2.89	199	11.50	661	38.19	821	47.43%	1731	3.79%
Other	846	16.14	154	2.94	3768	71.89	473	9.02%	5241	11.48%
<b>Total</b>	<b>4329</b>		<b>4189</b>		<b>26908</b>		<b>10224</b>		<b>45650</b>	

**Data Assessment:** 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								
Division	Under 18	%	18-25	%	26-35	%	Over 35	%
BBC General Medical	1	0.03%	2317	63.67%	946	26%	375	10.31%
BBC Healthy Living	108	2.59%	2739	65.62%	918	21.99%	409	9.80%
MMC General Medical	42	0.17%	15758	64.24%	7148	29.14%	1580	6.44%
MMC Healthy Living	27	0.27%	7479	73.51%	1485	14.60%	1183	11.63%
<b>Total</b>	<b>178</b>	<b>0.42%</b>	<b>28293</b>	<b>66.55%</b>	<b>10497</b>	<b>24.69%</b>	<b>3547</b>	<b>8.34%</b>

**Data Assessment:** 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.

### 3. CLUB AND INTRAMURAL

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.

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
<b>IM Teams</b>	<b>Teams</b>	<b>%</b>	<b>Teams</b>	<b>%</b>	<b>Teams</b>	<b>%</b>	<b>Teams</b>	<b>%</b>	<b>Teams</b>	<b>%</b>
<b>Female</b>	61	8%	76	14%	45	9%	52	13%	45	11%
<b>Male</b>	654	84%	355	66%	343	69%	301	-13%	251	66%
<b>Co-Rec</b>	67	9%	108	20%	100	22%	96	-4%	80	21%
<b>Total</b>	<b>782</b>	<b>93%</b>	<b>539</b>	<b>-31%</b>	<b>488</b>	<b>-8%</b>	<b>449</b>	<b>-10%</b>	<b>376</b>	<b>-19%</b>
<b>*IM Participants</b>										
<b>Female</b>	1,148	22%	1,291	23%	1,207	23%	1,346	10%	1,119	25%
<b>Male</b>	4,154	78%	4,289	77%	4,047	77%	3,973	-1%	3,238	75%
<b>Total</b>	<b>5,302</b>	<b>12%</b>	<b>5,580</b>	<b>5%</b>	<b>5,254</b>	<b>-6%</b>	<b>5,319</b>	<b>-1%</b>	<b>4,357</b>	<b>-22%</b>
<b>IM Participants</b>										
<b>Female</b>	4,250	20%	4,953	22%	4,143	23%	4,223	1%	2,805	19%
<b>Male</b>	16,911	80%	17,891	78%	13,959	77%	12,949	-0.7%	11,975	81%
<b>Total</b>	<b>21,161</b>	<b>10%</b>	<b>22,844</b>	<b>8%</b>	<b>18,102</b>	<b>-21%</b>	<b>17,172</b>	<b>-5%</b>	<b>14,780</b>	<b>-16%</b>
<b>Sport Club Participants</b>	<b>23 Clubs</b>		<b>25 Clubs</b>		<b>33 Clubs</b>		<b>28 Clubs</b>		<b>20 Clubs</b>	
<b>Female</b>	131	31%	146	27%	196	36%	161	-21%	177	41%
<b>Male</b>	293	69%	399	73%	353	64%	263	-34%	249	59%
<b>Total</b>	<b>424</b>	<b>9%</b>	<b>545</b>	<b>29%</b>	<b>549</b>	<b>1%</b>	<b>424</b>	<b>-29%</b>	<b>426</b>	<b>0.04%</b>

\*Number of individuals on all teams and those participating in non-team sports like tennis which do not appear in the Team totals.

The number of teams in 2015-2016 decreased by 19% from 2014-2015 totals. Women's teams decreased by 14% and men's teams dropped by 19% respectively. Offering 4 less team sports accounts for most of the decrease in team numbers. Overall, both participants and participations decreased 50% and 8% respectively. Women's Sports Club participants increased by 9% and the overall number of both women's and men's Sport Club participants increased by 0.04%.

#### Ways to Increase Women's Participation:

To increase women's participation, the use of instructional clinics will continue to be used; promotional methods focusing on social media will be increased; use of National Collegiate Athletic Association (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 likely generate increased usage of clubs and intramural sports in and of its own.

## 4. STUDENT FINANCIAL ASSISTANCE

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

In terms of benchmarking, this office compares its full-time, first time degree seeking undergraduates receiving aid against the national average derived for four year public Title IV institutions. We strive to exceed 80% of the national average of students who receive federal,

state and institutional aid. The chart below illustrates the University's favorable comparison when applying the 80% threshold.

The most recent national data for 2014 shows that 83.5% 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 (102%), students receiving federal grants (136%), and students receiving state grants (122%).

<b>IPEDS: Full-time, First-time Degree/Certificate Undergraduates Receiving Financial Aid</b>									
	% Receiving					Average \$ Amount			
	Students	Federal Grants	State Grants	Inst.	Loans	Federal Grants	State Grants	Inst.	Loans
2014: National Avg*	83.5	37.5	37.6	47.2	49.5	\$4669	\$3531	\$5648	\$6698
2014: FIU Avg**	86	51	46	36	68	\$4955	\$2604	\$5500	\$6506
FIU/National Avg	1.02	1.36	1.22	0.76	n/a	1.06	0.73	0.97	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 2014, Student Financial Aid component.									
**Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2014.									

Looking at the data for the average amount of award, the institution met or exceeded the 80% threshold for federal grants, where Pell grants were increased in amounts and eligibility criteria expanded nationally. Institutional grants also exceeded the 80% threshold for average aid. State grants did not meet the 80% threshold as changes in the State Scholarship program resulted in fewer students receiving lower amounts.

## 5. 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.

**RESIDENTIAL STUDENTS DEMOGRAPHICS:**

CLASSIFICATION	FALL 2016		SPRING 2017	
	COUNT	PERCENT	COUNT	PERCENT
<b>GENDER</b>				
Females	2110	59.02%	2119	59.31
Males	1465	40.98%	1454	40.69
<b>ETHNICITY</b>				
African American	1175	32.87%	1202	33.64%
Asian	195	5.45%	196	5.49%
Hispanic	1184	33.12%	1157	32.38%
Native American	3	0.08%	2	0.06%
Not Reported	162	4.53%	197	5.51%
Other	150	4.61%	146	4.55%
White	662	18.52%	658	18.42%
<b>AGE</b>				
15-17	120	3.36%	26	0.73%
18-20	2321	64.92%	2194	61.40%
21-25	1041	29.12%	1249	34.96%
26-30	69	1.93%	78	2.18%
31-over	24	0.67%	26	0.73%

**HOUSING AND RESIDENTIAL LIFE STAFF DEMOGRAPHICS:**

**Housing and Residential Life Staff** Total of 62 includes: 1 Housing Director, 1 Residential Life Director, 3 Associate Directors, 3 Assistant Directors, 6 Managers, 2 Maintenance Specialists, 7 Res Life Coordinators, 16 Custodial Workers, 10 Maintenance Mechanics, 2 Office Coordinators, 2 Office Managers, 8 Office Support, and 1 Storekeeper/Receiving Clerk.

NUMBER	PERCENTAGE	ETHNICITY	NUMBER	PERCENTAGE	GENDER
46	74.19%	Hispanic	31	50.00%	Female
7	11.29%	White Non-Hispanic	31	50.00%	Male
8	12.90%	Black Non-Hispanic			
0	0.00%	Asian			
1	1.62%	Other minority groups			

**Residential Life Student Staff** Total of 91 includes: 79 Resident Assistants and 12 Academic Tutors

NUMBER	PERCENTAGE	ETHNICITY	NUMBER	PERCENTAGE	GENDER
27	29.67%	Hispanic	64	70.33%	Female
14	15.38%	White Non-Hispanic	27	29.67%	Male
36	39.56%	Black Non-Hispanic			
2	2.20%	Asian			
12	13.19%	Other minority groups			

## DIVERSITY PROGRAM INITIATIVES AND HIGHLIGHTS FOR THE 2016-2017 YEAR

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. All reported incidents are handled through the university's student conduct processes.

There were a total of 175 global/diversity programs conducted in the residential areas during the 2016-2017 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 initiatives by their Resident Advisors; and through a series of passive programs and initiatives (i.e. poster campaigns and hall bulletin boards).

Below are the number of programs sponsored in each residential area as well as some examples of diversity or global events that occurred within the department's committees.

### Residence Halls

#### Everglades Hall (EVE)

Everglades Hall hosted "Drag Ball 2017: Don't Be a Drag, Just be a King or Queen" to provide residents the opportunity to learn more about drag culture through Q&A activities facilitated by student hosts from Multicultural Programs and Services (MPAS) as well as a professional drag performer while watching drag performances.

In collaboration with the Honors College, Everglades Hall hosted a forum to engage in civil discourse concerning the current state of politics in the nation, world issues, and post-election climate with Professor Jose F. Rodriguez as a facilitator.

#### Lakeview North (LVN)

Lakeview North Hall sponsored "Don't Let Your Mind Bully Your Body" during which students were challenged to look past what society deems as the perfect body. Students discussed their own perceptions of their body and how various body types can be healthy.



In partnership with FIU Club United States National Committee of United Nations of Women and Engage Miami, Lakeview North hosted “It’s Been a Long Way” which gave students the opportunity to learn about the history of the right to vote for women of all races in the United States as well as discuss the 2016 Presidential Election and how they could register to vote.

#### Lakeview South (LVS)

Lakeview South sponsored “Carnival & Mardi Gras” giving students the opportunity to learn about the different celebrations that happen in places such as New Orleans, Trinidad, Brazil, Jamaica and The Bahamas.

In collaboration with Joseph W. Holbrook, a member of FIU’s Department of Religious Studies faculty, Lakeview South students had the opportunity to test their knowledge on the Christmas, Hanukkah, Kwanzaa, and Yule holidays and discuss the religious backgrounds of each holiday and why they are celebrated.

#### Panther Hall (PH)

Panther Hall hosted the program “A Day in the Life...” which informed residents on marginalized identities and their role in our everyday society. Residents were given the opportunity to discuss the experiences of those individuals in our society and what it's like to be a part of that marginalized identity at FIU.

“FIU Clean Up”, sponsored by Panther Hall, educated residents on the importance of sustainability and how it affects the entire world and future generations.

#### Parkview Hall (PVH)

Parkview Hall hosted a program “National Penguin Awareness Day” in which students participated in a discussion about global warming and how it affects our local community and as well as the world as a whole.

In collaboration with MPAS & LGBTQA Initiative, Parkview Hall facilitated the program “Love is Love” to inform students about the LGBTQA community and important issues that affect the community here at FIU, in South Florida, and across the nation.

#### University Apartments (UA)

University Apartments sponsored “Brace Yourselves: Election Results”, which provided a forum for students to discuss their feelings on the election, the political climate and future of our country, and the results throughout the live coverage of election night.

In partnership with the FIU Women’s Center, University Apartments hosted “I’m With Them” a discussion on gender diversity and the current trends and issues in our society related to gender.

#### University Towers (UT)

University Towers sponsored the program “Working Actively Towards Your Dream” a forum for students to discuss prevalent issues in today’s society and collaborate on how they can actively work on solving these problems.

In collaboration with Professor Rick Vroman, a FIU Adjunct Professor in Recreational Therapy, University Towers hosted “Don’t Judge a Book by Its Cover” a discussion on mental health and physical disabilities.



In-hall Programing Efforts	UA	EVE	UT	LVN	LVS	PH	PVH	Committee	Total
Global	11	15	11	10	12	5	11	8	83
Diversity	8	9	18	10	13	11	18	5	92

## Residential Life Committees

### Diversity Committee

The Diversity Committee hosted the program “Tunnel of Oppression” which gave students an opportunity to immerse themselves into the experiences of several marginalized groups.

### Global Learning Committee

In collaboration with the FIU Office of Study Abroad, the Global Learning Committee hosted a “Study Abroad Fair” which allowed students to learn about the various countries and programs offered by FIU Study Abroad. They were able to engage in panel discussions with students who have completed the program.

## 6. STUDENT EMPLOYMENT

Student employment at FIU offers opportunities beyond the classroom to further develop valuable skill sets that prepare graduates for the job market upon graduation. Approximately 33% of FIU’s workforce is comprised of student employees; they are often the first face we see or the innovators behind the scenes. While the faculty challenge our student body academically, their supervisors mentor, encourage, and support their early career development. Together, it makes for an interesting and worthwhile experience. The student employment population reflects a diverse profile among our general student population at FIU.

Employment is either through temporary employment in which hours are determined by the respective departments or Federal Work Study which are jobs for students who have been awarded financial aid by the Financial Aid Services Office within the Division of Enrollment Management and Services. Student positions are filled without regard to race, color, religion, age, disability, gender, sexual orientation, marital status, national origin, or veteran status.

Each year FIU recognizes the contributions of students who are employed by the University, playing a key role in our educational, research and operational excellence. The Department of Financial Aid within the Division of Enrollment Management and Services partners with the Division of Human Resources in sponsoring Student Employee of the Year (SEOTY) activities. A highlight of SEOTY at FIU is the culmination of the Student Employee of the Year recognition program.

Total Number of Student Employees-All FIU Campus		2017
Sex	Females	1003
	Males	728
	Unknown	271

<b>Total</b>	2,002
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<b>Ethnic Group</b>	Not Disclosed	2
	American Indian/Alaska Native	9
	Asian	124
	Black/African American	450
	Hispanic/Latino	1227
	Not Specified	2
	Native Hawaiian/Other Pacific Islander	5
	White	185
<b>Total</b>		2,004

## 7. EDUCATIONAL AND WORK ENVIRONMENT

FIU is a vibrant, student-centered public research university. FIU is worlds ahead in its commitment to learning, research, entrepreneurship, innovation, and creativity so that our graduates are prepared to succeed in a global market. Being world's ahead means not only educating and developing tomorrow's global leaders who will have a great cultural, social and economic impact on the surrounding South Florida community, but to also identify the issues facing these communities and implementing the solutions.

FIU provides an educational experience that is intellectually, socially, and personally transparent for its students. Educational and work programs offers exceptional opportunities to fully integrate students' experiences in and out of the classroom.

## PART IV. EQUITY IN INTERCOLLEGIATE ATHLETICS

**Table 1. Gender Equity in Athletics Update**

1. Sports Offerings	Equitable. FIU sponsors eleven Division I sports for women and seven Division I sports for men. Currently, the University sponsors every women's sport with a championship offered by Conference USA.
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Female participation rates are lower than female undergraduate enrollment. The enrollment of female undergraduate students increased from 56% to 57% and female student-athlete participation rate also increased from 50.1% to 50.9%.
3. Availability of facilities, defined as locker room, practice, and competitive facilities	Equitable. The FIU arena provides recently upgraded locker room facilities for women's and men's basketball (identical), women's and men's soccer (identical), volleyball, beach volleyball, men's and women's track & field. The baseball, softball, golf, and tennis locker rooms are in the planning process to be either a new facility (softball and golf) or a newly renovated upgrade to existing locker room (baseball and tennis). All programs train and compete in equitable facilities.
4. Scholarship offerings for athletes	Equitable. FIU provides the maximum NCAA permissible scholarships for each of our women's sports.
5. Funds allocated for:	
a) the athletic program as a whole	Equitable. Funds allocated for women's sports are comparable to that of their male counterparts. Both are provided with the necessary resources to compete in Conference USA.
b) administration	Equitable. Funds allocated for administrators are comparable and equitable without regard to gender.
c) travel and per diem allowances	Equitable. Travel allocations are provided in an equitable manner. Per diem is allocated as per the Florida State Statute. Travel mode and method is determined by our travel policy, but generally outside the state regardless of sport program is by commercial airline (with the exception of football due to the number of participants), and travel within the state is usually by bus or on occasion by twelve passenger van depending on size of team. All programs have funds allocated to insure safety in travel and a good student-athlete experience.
d) recruitment	Equitable. Funds allocated for recruiting are comparable for both the women's and men's sport programs. All programs have successfully recruited, regionally, nationally and internationally.
e) comparable coaching	Equitable. Experience and number of coaches available in women's programs are comparable to their male counterparts. Coaches are compensated equitably when compared to their Conference USA counterparts. Differences in pay between male and female coaches are driven by market value in that particular sport.

f) publicity and promotion	Equitable. The marketing and promotion of our sports programs is equitable by like sports and accomplished through website, media relations efforts, weekly stories and releases, and our newly formed video department that streams all non-televised home competitions in our team sports of women's and men's soccer, volleyball, women's and men's basketball, softball and baseball. Materials for promotion (i.e., posters, schedule cards) is equitable among like sports.
g) other support costs	Equitable. Student-Athlete development and CHAMPS programming opportunities are provided for all sport programs in an equitable manner. An additional sport operation coordinator is currently posted and will now provide all sport programs with operations assistance with program travel, recruiting logistics, etc.
6. Provision of equipment and supplies	Equitable. Each sport is provided the equipment and supplies necessary to compete in an equitable manner. Results from experience surveys indicate student-athletes from all sports regardless of gender would want more practice and training gear. We will continue efforts to enhance opportunities through our Adidas partnership.
7. Scheduling of games and practice times	Equitable. Teams that share facilities alternate or agree on a practice schedule annually. Regular practice schedules are secured each term to ensure continuity and student-athlete class scheduling. Women's and men's basketball and volleyball are the sports that share a facility. In the Fall volleyball takes priority and in the Winter/Spring the basketball programs have preference of practice times. All games are scheduled equitably.
8. Opportunities to receive tutoring	Equitable. An academic coordinator is assigned to each of the FIU athletic teams. A full-time SAAC staff member oversees a staff of approx. 54 tutors. These tutors are available to our student-athletes for entry-level courses to upper division courses required for undergraduate majors. All student-athletes have equitable access to schedule tutoring on their own or through their academic coordinator or through the convenience of GradesFirst.
9. Compensation of coaches and tutors	Equitable. Coaches are compensated equitably when compared to their Conference USA counterparts. Differences in pay between male and female coaches are driven by market value in that particular sport. All tutors, independent of assignments to students, teams or gender are paid equivalently and are selected to work with our student-athlete population after a rigorous selection process. During the interview process, all potential tutors are reviewed by the SAAC Tutor Coordinator where they must meet the qualifications for their specific content area.
10. Medical and training services	Equitable. Each sport is assigned a Certified Athletic Trainer (ATC), and women's and men's teams have equal access to training room facilities and ATC's. All student-athletes have equal access to treatment, referrals, rehabilitation, and any medical care needed.
11. Housing and dining facilities and services	Equitable. Each student-athlete either lives in on-campus housing, lives at home or receives an identical stipend for off-campus housing based on their scholarship. The students receive housing options on an equivalent basis. Students in on-campus housing receive equivalent meal plans based on scholarship

	level and those living off-campus receive an equivalent meal stipend based on their scholarship.
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## A. Areas for Improvement

**Table 2. Gender Equity in Athletics - Areas of Improvement from 2016 Report and Achievement of Improvement Reported in 2017**

Areas of Improvement Pertaining to Gender Equity in Athletics Identified in June 2016 Report	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in June 2016 Report
<p>Although the female participation rate continues to trend in narrowing the gap of the female undergraduate enrollment, the rate remains greater than the allowable 3-5% difference. In 2016-17 the student-athlete male participation rate decreased while the female participation rates increased, as the trend continues with a higher rate of female participation. This is a significant result achieved with our efforts to reduce the gap in male vs female participation rates (roster capping for men and encouraging females to walk-on). These efforts will continue.</p>	<p>Our women's programs continue to thrive, led by our swimming and diving program which won its third consecutive Conference USA Championship in 2017. The dominant performance by the swimming and diving team scored the fourth highest score in Conference USA history. The lady Panthers won 15 first-place metals, and broke nine school records. Our diver Rebecca Quesnel made history by being the diving program's first-ever First-Team All-American and finishing third in the nation. In addition a program-record six Panthers qualified for the NCAA Championships.</p> <p>Our golfer Camila Serrano was named Conference USA golfer of the year and won the Conference USA Championships as the Panthers now have done for the third consecutive year. Tennis senior Andrea Lazaro, was selected to compete in the 2017 NCAA Singles Championships.</p> <p>The FIU Panthers softball program recorded a record breaking 46 win season and an at-large selection to the NCAA Regional.</p> <p>During the 2015-16 academic year, FIU student-athletes achieved the highest overall grade-point-average (3.22) on record. In the Spring, 254 student-athletes registered GPA's of 3.0 or better and 133 Panthers were named to the FIU Dean's list recording GPA's over a 3.5.</p> <p>Architectural designs were completed and the bid process was completed for the new building to house locker rooms, coaches' offices, public restrooms and training room for our women's softball and golf programs. In addition, the current locker room facility for the tennis and beach volleyball teams will be undergoing an upgrade and renovation during the 2017-2018 year.</p> <p>This past year construction was completed for the addition of drainage and replacement of the natural grass soccer practice field.</p>

## B. Basis for Compliance

\_\_\_\_ Accommodation of interests and abilities

- Substantial proportionality
- X History and practice of expansion of sports

**Table 3. Male and Female Athletics Participation Rates**

	Males					Females					Overall Student-Athletes				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Baseball	35	35	35	35	35	0	0	0	0	0	35	35	35	35	35
Basketball	16	16	15	13	13	15	15	18	13	14	31	31	33	26	27
Golf	0	0	0	0	0	7	9	8	8	6	7	9	8	8	6
Softball	0	0	0	0	0	21	20	21	25	21	21	20	21	25	21
Swimming	0	0	0	0	0	27	27	30	26	28	27	27	30	26	28
Tennis	0	0	0	0	0	6	9	7	9	7	6	9	7	9	7
Cross Country				9	6				14	13				23	19
Indoor Track & Field				24	20				40	38				64	58
Outdoor Track & Field	25	25	25	25	21	43	44	36	39	38	68	69	61	64	59
Volleyball	0	0	0	0	0	19	18	20	18	20	19	18	20	18	20
Soccer	24	25	25	27	26	26	25	24	26	27	50	50	49	53	53
Football	99	90	101	101	103	0	0	0	0	0	99	90	101	101	103
Beach Volleyball	0	0	0	0	0	18	24	24	17	20	18	24	24	17	20
Total Participants	199	191	201	234	224	182	191	188	235	232	381	382	389	469	456
% of Participants	52.2	50.0	51.7	49.8	49.1	47.7	50.0	48.3	50.1	50.9					
Fall 2016 EF2A Student Enrollment	22,008	23,288	23,614	23,534	23,795	28,369	29,635	30,425	30,509	31,308					
% of Student Enrollment	43.6	43.9	44	44.0	43.0	56.2	55.9	56	57						

Numbers are based on anyone who was eligible to compete the last day prior to the first date of competition in the sports' competitive season. Unlike previous years, included are all the track participants instead of the un-duplicated counts.

**Table 4. Female Enrollment Rates Compared to Participation Rates 2015-2016 and 2016-2017**

Female Athletes	2015-2016	2016-2017	Gap Variance
Enrollment	56	57	1.0%
Participation	50.1	50.9	0.8%
			0.2%

According to the table, in Fall 2016, females were 57% of students enrolled full-time at the University compared to 50.9% 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 2016. While we do not meet these compliance standards, the gap variance for female participation decreased from last year's 1.8% to 0.2%.

### **Program Overall Effectiveness**

The Department of Intercollegiate Athletics at FIU is committed to ensuring equity and Title IX compliance. Our student-athletes are offered highly effective and quality services that include sports medicine, strength and conditioning, academic support and success services. The student-athlete population has performed extremely well academically as our student-athletes have posted their highest overall grade-point-average (3.22) on record. In addition, 254 have been named to the FIU and Conference USA Academic Honor Roll for a 3.0 or higher.

In 2016-17 the Athletic Department continued efforts to increase the participation rates of females versus male student-athletes. Proactively inviting walk-ons to our eleven female sports programs and placing a roster cap on the seven male sports will continue to be methods of managing and monitoring progress in this area. Our coaching staff is cognizant of our participation number goals and will assuredly continue efforts to increase the female participants for the 2017-2018 year. These strategies, along with efforts to recruit and hire top-level head coaches for women's sports, will continue to impact female participation rates.

In 2016-2017, facility improvements were completed including; installation of drainage and replacement of natural grass for our soccer programs; replacement of arena bleachers. Architectural designs are completed and a project bid will be awarded Summer 2017 for a new building that will house the softball and golf programs. The building is adjacent to the softball stadium and short course golf area and will have locker rooms, coach's offices, a training room, and public restrooms. The building that currently houses softball and tennis teams will be renovated for the tennis programs and beach volleyball. This project will be under construction in the 2017-2018 academic year.

The Department of Intercollegiate Athletics continues to emphasize excellence in academics, community involvement, and competition. The emphasis of giving back continues to be one of the highlights and is illustrated annually by meeting and then surpassing our goals for community service. All academic services (e.g., tutoring services, computer lab, academic advising) and the academic facility has been further enhanced and services continue to be offered across all disciplines and are available irrespective of gender to assist the student-athlete in achieving academic success.



## PART V. EMPLOYMENT REPRESENTATION

The guidelines for the employment equity measures the achievement of appropriate representation in selected faculty and administrative employment categories. Employment data is derived from the IPEDS Fall Staff Report, which is completed annually by each university.

**Table 1. Category Representation – Tenured Faculty**

	NRA	B	AI/AN	A	H	NH/ OPI	W	≥ Two	UNK	Female	Total
Number, Fall 2016	12	24	2	106	66	0	284	0	0	151	494
Number, Fall 2015	8	27	2	104	69	0	282	0	0	151	492
Number, Fall 2014	10	29	2	97	65	0	281	0	0	152	484
Percentage Change From Fall 2014 to 2015	-20.0%	-6.9%	0.0%	7.2%	6.2%	N/A	0.36%	N/A	N/A	-0.66%	1.7%
Number, Fall 2010	6	24	0	64	60	0	284	0	0	118	438
Percentage Change from Fall 2010 to Fall 2015	33.3%	12.5%	N/A	62.5%	15.0%	N/A	-0.70%	N/A	N/A	27.9%	12.3%

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

From 2013-2016, the University successfully increased its percentage of tenured professors from the ethnic/racial protected classes with an overall increase of 6.2%. The Non-Resident Alien category had the highest increase with a total of 50%. Asians followed with the second highest percentage of 20.5%, and smaller percentages of Hispanics and Females. The percentage change from 2013-2014 was 14.4%, with the highest numbers in the Non-Resident Alien category. This high increase is indicative of the University's commitment in recruiting and retaining world-class international faculty.

**Table 2. Category Representation – Tenure-Track Faculty**

	NRA	B	AI/AN	A	H	NH/ OPI	W	≥ Two	UNK	Female	Total

<b>Number, Fall 2016</b>	40	8	1	37	18	0	120	0	0	95	224
<b>Number, Fall 2015</b>	46	6	2	34	17	0	125	0	0	97	230
<b>Number, Fall 2014</b>	46	7	2	36	19	0	130	0	0	104	240
<b>Percentage Change From Fall 2014 to 2015</b>	-0.0%	-14.3%	0.0%	-5.6%	-10.5%	N/A	-3.9%	N/A	N/A	-6.7%	-4.2%
<b>Number, Fall 2010</b>	39	10	1	31	20	0	95	0	0	84	196
<b>Percentage Change from Fall 2010 to Fall 2015</b>	17.9%	-40.0%	100.0%	9.7%	-15.0%	N/A	31.6%	N/A	N/A	15.5%	17.3%

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

Although the University had an overall decrease of 7.1% from 2013-2016, there was an increase to the number of tenure track professors in certain ethnic/racial protected classes. The university increased its representation of Black, Asian and Hispanic faculty from 2015-2016. We are committed to retaining world-class faculty and hope to steadily increase these numbers in future.

<b>Table 3. Category Representation – Non Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities</b>											
	<b>NRA</b>	<b>B</b>	<b>AI/A N</b>	<b>A</b>	<b>H</b>	<b>NH/ OPI</b>	<b>W</b>	<b>≥ Two</b>	<b>UNK</b>	<b>Female</b>	<b>Total</b>
<b>Number, Fall 2016</b>	37	45	1	34	150	0	285	4	0	291	556
<b>Number, Fall 2015</b>	34	41	1	30	135	0	265	4	0	270	510
<b>Number, Fall 2014</b>	37	40	0	25	122	0	257	3	0	259	484
<b>Percentage Change From Fall 2014-2015</b>	-8.1%	2.5%	N/A	20.0%	10.7%	N/A	3.1%	33.3%	N/A	4.2%	5.4%
<b>Number, Fall 2010</b>	14	20	0	16	59	0	148	0	0	128	257
<b>Percentage Change from Fall 2010 to Fall 2015</b>	142.9%	105.0%	N/A	87.5%	128.8%	N/A	79.1%	N/A	N/A	110.9%	98.4%

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

Analysis of the employment representation for this category indicates a 17.8 % increase in the ethnic/racial protected classes from Fall 2013-2016. Female recruitment also produced an overall

increase of 17.8%. Other significant increases included the recruitment of Blacks, Hispanics, and Asians. These totals indicate the university's commitment to recruiting diverse faculty supporting its mission to be Worlds' Ahead.

<b>Table 4. Category Representation – Executive/Administrative/Managerial</b>											
	<b>NRA</b>	<b>B</b>	<b>AI/AN</b>	<b>A</b>	<b>H</b>	<b>NH/ OPI</b>	<b>W</b>	<b>≥ Two</b>	<b>UNK</b>	<b>Female</b>	<b>Total</b>
<b>Number, Fall 2016</b>	4	112	1	35	450	0	320	5	0	554	927
<b>Number, Fall 2015</b>	5	103	2	33	385	0	306	5	0	487	839
<b>Number, Fall 2014</b>	12	99	2	32	364	0	341	4	0	511	854
<b>Percentag e Change From Fall 2014 to 21015</b>	-58.3%	4.0%	0.0%	3.1%	5.8%	N/A	-10.3%	25.0%	N/A	-4.7%	1.8%
<b>Number, Fall 2010</b>	10	69	1	22	262	0	278	0	0	380	642
<b>Percentag e Change from Fall 2010 to Fall 2015</b>	-50.0%	49.3%	100.0 %	50.0%	46.9%	N/A	10.1%	N/A	N/A	28.2%	30.7%
<i>Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.</i>											

Analysis of the employment representation for this category demonstrates an increase in all of the ethnic/racial protected classes of 19.2% from 2013-2016. The highest increase occurred in the Black category. The recruitment of Females, Asians, and Hispanics also boasted high increases.

## PART VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT

### **Areas of Targeted Achievement Identified in the 2017 Report**

#### **The Office of Student Access and Success**

The Office of Student Access & Success (SAS) was established in 2014 to close academic achievement gaps through creating an environment that is intentional, culturally responsive, and supportive of academic excellence. The Office establishes educational pipelines that increase undergraduate to graduate degree attainment, working with preschools to high schools, as well as parents and appropriate organizations to develop a college-going culture among low-income and historically underrepresented student populations (e.g. homeless, former foster care, African-American, Hispanic). Engaging our students in high-impact educational practices such as undergraduate research, internships, and living-learning communities has helped to boost their likelihood of success, in spite of the challenges that make them at-risk for academic failure. The Office seeks to remove barriers and influence policy development that promotes college access and student success. Among SAS' many programs, the following work to directly impact the enrollment of under-represented minorities at FIU.

More specifically, SAS has worked over the past year to expand FIU's relationships with a number of key community organizations to broaden pathways into higher education for Florida's underrepresented populations. Such organizations include the 5000 Role Models of Excellence Project with Miami-Dade County Public Schools, the Seminole Tribe of Florida, the Miami-Dade Urban Debate League, and the 100 Black Men of South Florida's pre-collegiate leadership academy. Future partnership expansion efforts include Take Stock In Children, the Urban League of Broward County, and the Miccosukee Tribe of Indians of Florida.

#### **Golden Scholars**

The Golden Scholars program (GS) was established in the summer of 2012 as an alternative admissions program targeting underrepresented minorities primarily from Title I and Schools In Need of Improvement (SINI) from Miami-Dade County Public Schools. GS targets low income students who will be the first generation in their household to attend college. Students are required to participate in a six-week summer bridge program during which they reside on campus, are given an intentionally manageable course load, and receive financial aid packages that cover 100% of their cost of attendance including tuition, fees, housing, meals, and books.

Of the nearly 400 students who participated in the summer bridge program from 2012 through 2016, over 90% transitioned successfully into their freshman fall semesters. Of the first four

cohorts combined, 36 students have already graduated within four years. These cohorts also maintain an 89.2% second year retention rate, which is higher than the 85.9% rate for the University's general FTIC population.

### Connect4Success

The Connect4Success Program (C4S) provides access to students who do not meet FIU's direct entry criteria immediately after high school graduation. Students participating in C4S can attend any member of the Florida State College System. The largest participating colleges are Miami Dade College, Broward College, and Palm Beach State College, with MDC providing the larger cohort of participants each year. Students can apply directly to C4S through an application hosted by the Office of Undergraduate Admissions or are offered a place in the program if the student does not meet admission requirements. Upon successful completion of their AA degree at the college chosen, C4S participants are guaranteed admission to any of the non-limited access programs offered at FIU. Since its inception in 2006, over 11,600 students have accepted FIU's offer of admissions into the C4S with 1672 of them graduating from FIU programs to date. FIU continues to strive for improvement in these outcomes and recently allocated additional resources to expand C4S and facilitate student transition. We now have five bridge advisors housed at our three largest sending partner colleges to work directly with Connect4Success students, developed a new marketing and branding campaign, and worked with partner colleges to add additional orientation programs specifically for C4S students.

### Achievement Report, 2017

#### **NEW HIRES**

DISCIPLINE	GOAL	RACE	ACHIEVEMENT	GENDER
Science and Mathematics - Tenured/Tenure-Earning Faculty	7	Minority	5	F
Science and Mathematics - Tenured/Tenure-Earning Faculty	2	Minority	3	M
Science and Mathematics - Non-Tenure-Earning Faculty	5	Minority	13	M
Science and Mathematics - Non-Tenure-Earning Faculty	5	Minority	12	F
Science and Mathematics - Non-Tenure-Earning Faculty	8		6	F
Social Science - Tenured/Tenure-Earning Faculty	4	Minority	4	F
Social Science - Tenured/Tenure-Earning Faculty	2	Minority	2	M
Social Science - Tenured/Tenure-Earning Faculty	1		2	F
Social Science - Non Tenure-Earning Faculty	5	Minority	13	F
Social Science - Non Tenure-Earning Faculty	2	Minority	2	M
Social Science - Non Tenure-Earning Faculty	3			F
Social Science - Non Tenure-Earning Faculty	1	Minority	7	M
Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1	Minority	5	M

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

#### Employment Representation:

- The employment related goals were achieved
- 106 Faculty positions were filled
- Fifty (50) positions were filled with females

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

AY 2015-2016

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	7	0	1	0	6
Black or African American	1	0	0	1	0
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	14	1	0	1	13
Other, Not Reported	0	0	0	0	0
<b>Total Male (include Other, Not Reported)</b>	<b>23</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>20</b>
<b>FEMALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	0	0	4
Black or African American	2	1	0	0	1
Hispanic	2	0	0	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	0	5
Other, Not Reported	0	0	0	0	0
<b>Total Female (Number and Percent) (include Other, Not Reported)</b>	<b>13</b> <b>36%</b>	<b>1</b> <b>50%</b>	<b>0</b> <b>0%</b>	<b>0</b> <b>0%</b>	<b>12</b> <b>38%</b>
<b>GRAND TOTAL</b>	<b>36</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>32</b>

#### Legend

- ❖ Applied: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).
- ❖ Withdrawn: Faculty who withdrew from tenure consideration after applying for review.
- ❖ Denied: Faculty for whom tenure was denied during the review process.
- ❖ Nominated: Faculty for whom tenure is being recommended by the University.
- ❖ Deferred: Faculty who were granted an extension to re-apply for tenure in their terminal year.

## PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION

Table 1: Promotion and Tenure Committee Composition, AY 2015-2016

Type of Committee	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	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>University Committee</b>																		
No University-wide committee																		
<b>College of Communication, Architecture and the Arts</b>																		
College Committee	0	0	0	0	0	0	0	0	2	0	0	0	0	4	0	0	2	4
Art and Art History	0	0	0	0	0	0	0	0	1	1	0	0	3	4	0	0	4	5
<b>College of Arts, Science and Education</b>																		
College Committee	0	0	0	0	1	1	0	0	0	0	0	0	5	2	0	0	6	3
Biology	0	1	0	0	1	1	0	0	5	2	0	0	25	15	0	0	31	19
Chemistry and Biochemistry	0	0	0	0	4	4	0	0	4	1	0	0	21	4	0	0	29	9
English	1	3	0	1	0	3	0	0	1	2	0	0	25	25	0	0	27	34
Leadership and Professional Studies	0	0	0	0	0	2	0	0	0	2	0	0	4	4	0	0	4	8
Mathematics and Statistics	3	1	0	0	13	6	0	0	4	3	0	0	19	5	0	0	39	15
Physics	0	0	0	0	8	0	0	0	1	0	0	0	15	4	0	0	24	4
Psychology	0	1	0	0	1		0	0	1	0	0	0	6	6	0	0	8	7
Teaching and Learning	0	1	0	0	2	1	0	0	0	2	0	0	5	5	0	0	7	9
<b>College of Engineering and Computer Sciences</b>																		



College Committee	1	0	0	0	2	0	0	0	0	0	0	0	4	0	0	0	7	0
Biomedical Engineering	1	0	0	0	3	1	0	0	1	0	0	0	1	1	0	0	6	2
Civil and Environmental Engineering	0	0	0	0	6	1	0	0	1	0	0	0	0	1	0	0	7	2

Type of Committee	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	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Computer and Information Sciences	3	1	0	0	10	3	0	0	3	2	0	0	15	4	0	0	31	10
Construction Management	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3	0
Electrical and Computer Engineering	0	0	0	0	5	0	0	0	2	0	0	0	7	0	0	0	14	0
Mechanical and Materials Engineering	1	0	0	0	3	1	0	0	0	0	0	0	4	0	0	0	8	1
College of Nursing and Health Sciences																		
College Committee	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	2	2
College of Business																		
College Committee	0	0	0	0	2	2	0	0	0	1	0	0	2	0	0	0	4	3
School of Real Estate	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	3	0
School of Accounting	0	1	0	0	4	1	0	0	0	0	0	0	0	0	1	0	5	2
School of Hospitality Mgmt and Tourism																		
College Committee	0	0	0	0	2	1	0	0	0	0	0	0	0	1	0	0	2	2
School of International and Public Affairs																		
College Committee	0	1	0	0	0	1	0	0	1	2	0	0	2	1	0	0	3	5
Criminal Justice	0	0	0	0	0	1	0	0	2	0	0	0	2	3	0	0	4	4
Global and Sociocultural Studies	2	1	0	0	2	2	0	0	3	1	0	0	12	4	0	0	19	8
History	0	4	0	0	0	0	0	1	0	0	0	0	4	6	0	0	4	11
Modern Languages	1	0	0	0	0	0	4	3	0	0	0	0	1	1	0	0	6	4

Politics and International Relations	0	2	0	0	1	1	0	0	4	3	0	0	15	7	0	0	20	13
<b>School of Public Health and Social Work</b>																		
College Committee	0	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0	3	1
Epidemiology	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	2	1
Health Promotion and Disease Promotion	0	1	1	0	0	0	0	0	1	2	0	0	2	0	0	0	4	3

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## PART IX. OTHER REQUIREMENTS

### A. Budgetary Incentive Plan

FIU is committed to a diverse workforce where the contributions of each member of our faculty, administration, and staff are respected and valued. Our objective is to provide current and potential employees with an equal opportunity to compete for employment and advancement opportunities. Our diverse student body of more than 54,000 students from more than 154 countries is reflective of the world around us. FIU will continue to take affirmative steps to ensure that we maintain a diverse workforce to educate and serve our diverse student body.

FIU's outreach and recruitment efforts are coordinated by the Office Talent Acquisition and Management and reflect a University commitment and a team approach to increasing faculty and staff diversity. The recruitment team consists of the hiring department, the Division of Human Resources, and Academic Affairs. One of our priorities is to continue the recruitment and retention of administrators, faculty, and staff from various backgrounds and academic disciplines by identifying and advertising in venues specific to open positions. Each hiring official is encouraged to support the use of collective efforts to cast the net wide in search of qualified faculty and administrative applicants. This is one component of the University's strategic efforts to provide equal opportunity to all applicants and to eliminate discrimination against any group or individual. FIU will recruit, hire, and promote persons without regard to race, color, religion, age, disability, sex, sexual orientation, national origin, marital status, or veteran status. This effort also includes recruitment announcements in minority publications, outreach to the various Minority Caucuses and Sub-Groups within the discipline, e.g. the Black Women of the American Psychological Association, etc. Local, national, and regional affinity groups, and constituency groups are contacted and informed of FIU's employment opportunities.

The University continued to use funding from the Budgetary Incentive Plan to address areas of improvement. We will review and assess our progress on an on-going basis during the year.

### B. President's Evaluation

The University President's performance is evaluated annually consistent with the provisions of his employment contract and Florida Board of Governors Regulation 1.001 (5) (f). The process for evaluating the President's progress towards equity and diversity goals begins with the President's self-evaluation of his annual goals submitted to the Board of Trustees (BOT) Chair.

The BOT Governance Committee provided President Rosenberg with a written assessment of its evaluation, and the Committee presented its written assessment and recommended performance rating for BOT Full Board approval. Claudia Puig, Chair of the Florida International University Board of Trustees, led the discussion on the University's 2015-2016 Annual Accountability Report and the President's performance during the 2015-2016 academic year.

The BOT conducted its annual evaluation of President Rosenberg at the March 2017 BOT meeting. In sum, based on the goals approved by the Board, executive performance ratings, the President's overall performance and accomplishments for the 2015-2016 academic year, the BOT adopted a rating of "Superior" for President Rosenberg for the 2015-16 Academic Year. The President's self-evaluation along with the President's Management Review for 2015-2016 is available on the FIU Board of Trustees website.

## Equity Report Committee

Special thanks to the following individuals for their contributions to the 2017 Equity Report:

### **Academic Affairs**

#### **Office of the Provost and Executive Vice President**

Barbara Manzano, Associate Provost Planning & Finance

Priscilla Johnson, Manager Academic Support Services

### **Academic Affairs**

#### **Student Access and Success**

Phillip Hamilton, Director Outreach & Program Development

### **Enrollment Management & Services**

Luisa Havens, Vice President of Enrollment Services

Glenda Centeno, Senior Executive Assistant

### **Financial Aid**

Francisco Valines, Director of Financial Aid

### **College of Medicine**

#### **Counseling & Student Health Services**

Cheryl Nowell, Assistant Vice President of Student Health & Counseling

Oscar Loynaz, Director of Student Health Services

### **Human Resources**

#### **Equal Opportunity Programs & Diversity**

Shirlyon McWhorter, Director and Title IX Coordinator

Raquel McDowell, Title IX Specialist

#### **Talent Acquisition & Management**

Emanuele Archange Bowles, Assistant Director of Recruitment

### **Intercollegiate Athletics**

#### **Athletics Administration**

Julie Berg, Senior Associate Athletic Director

### **Planning and Institutional Research**

#### **Institutional Research**

Madelyn Cintron, Coordinator Statistical Research II

### **Student Affairs**

#### **Housing & Residential Life**

Lynn Hendricks, Director of Residential Life

**Wellness & Recreation**

Charles Judkins, Director of Wellness & Recreation

**Undergraduate Education**

**Academic Advising Center**

Charles Andrews, Faculty Administrator, Assistant Vice President

Janie Valdes, Faculty Administrator, Assistant Vice President

**University Graduate School**

**Academic Support Services**

Louis Farnsworth, Director of Academic Support Services

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Agenda Item 3

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Governance Committee**  
December 8, 2017

**Subject: Performance-based Funding – Metric 10: Board of Trustees Choice**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees (BOT) select the Florida Board of Governors (BOG) Performance Funding Metric 10: University Board of Trustees Choice.

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**Background Information:**

The BOG Performance Funding Model consists of eight metrics common to all State University System institutions and two specific to each university. The BOG selected as FIU’s institution-specific metric “Bachelor’s without excess hours” in September 2013. The BOT must (1) choose one metric from a prescribed list of metrics (2) propose benchmarks for excellence, on a scale of 1-10, for the chosen metric. The excellence benchmarks should be established so that in the first year of implementation, the university will receive no more than seven (7) points and (3) propose benchmarks for improvement, on a scale of 1-10, for the chosen metric.

As instructed by the BOG, the FIU BOT approved three choice metrics at its September 7, 2017 meeting. The three metrics were reviewed by the BOG Budget and Finance Committee at its meeting on October 3, 2017. After reviewing the choice metrics, the BOG has requested that instead of the previously requested three metrics, the BOT recommend only one.

Pursuant to Florida Statute 1011.905, state performance funds for the State University System shall be based on indicators of system and institutional attainment of performance expectations. To implement performance funding, the BOG has developed the BOG Performance Funding Model and requires the BOT to select its own “Choice Metric” for inclusion in the Performance Funding Model to represent the particular goals or challenges of the University.

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<b>Supporting Documentation:</b>	BOG Performance Funding Model Benchmark Template
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<b>Facilitator/Presenter:</b>	Kenneth G. Furton
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## Board of Governors Performance Funding Model Overview

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The Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues. Two of the 10 metrics are Choice metrics; one picked by the Board and one by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans.

The model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

### Key components of the model:

- Institutions will be evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.
- The Florida Legislature and Governor determine the amount of new state funding and an amount of institutional funding that would come from each university's recurring state base appropriation.

### Metrics Common to all Institutions:

Seven metrics apply to all eleven institutions. The eighth metric, graduate degrees awarded in areas of strategic emphasis (8a), applies to all institutions except New College. The alternative metric for New College (8b) is "freshman in the top 10% of graduating high school class."

Metrics Common to all Institutions	
1. Percent of Bachelor's Graduates Employed (Earning \$25,000+) or Continuing their Education	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
2. Median Wages of Bachelor's Graduates Employed Full-time	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Average Cost to the Student (Net Tuition per 120 Credit Hours)	8a. Graduate Degrees Awarded in Areas of Strategic Emphasis 8b. Freshman in Top 10% of Graduating High School Class - for NCF only
4. Six Year Graduation Rate (Full-time and Part-time FTIC)	9. Board of Governors Choice
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

**Board Choice Metric** - The Board has approved metrics that focuses on areas of improvement and the distinct missions of each university. UF and FSU have a metric measuring faculty awards to represent the research focus of these institutions. New College has "national ranking for institutional and program achievement." The remaining eight institutions all have the "percentage of students graduating without excess hours".

**Board of Trustees Choice Metric** - Each Board of Trustees has chosen a metric from the remaining metrics in the University Work Plans that are applicable to the mission of that university and have not been previously chosen for the model.

## Board of Governors

### Performance Funding Model Overview

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#### **How will the funding component of the model work?**

To ensure each university is striving to excel and improve on key metrics, there must be a financial incentive. That financial incentive will not only be new state funding, but an amount of the base state funding reallocated.

#### **State Investment versus Institutional Base Funding:**

The amount of the state investment appropriated by the Legislature and Governor for performance funding will be matched by an amount reallocated from the university system base budget. These “institutional base” funds are the cumulative recurring state appropriations the Legislature has appropriated to each institution. Any state investment funding appropriated would be allocated as follows:

##### State Investment Funding Allocation

1. Each university metric is evaluated based on Excellence or Improvement and has ten benchmarks ranging from low to high. The lowest benchmark receives one point, while the highest receives ten points. The higher point value for Excellence or Improvement on each metric are counted in the university’s total score.
2. The state investment will be allocated based on points earned, with a maximum of 100 points possible.
3. A university is required to earn more than 50 points in order to be eligible to receive the state investment.
4. A university not meeting the required point threshold or the three lowest scoring universities will not receive any of the state investment.
5. A university that is not one of the three lowest scoring institutions and has earned more than the required point threshold will receive the state investment funds proportional to their existing base funds with the highest scoring universities eligible for additional state investment funds.
6. All ties within the scoring will be broken using the Board’s approved tiebreaker procedure:
  - a. Compare the total of Excellence and Improvement scores
  - b. Give advantage to higher points earned through Excellence
  - c. Score metric by metric giving a point to the school with the higher score
  - d. If tied after three levels of tiebreakers, the tie will go to the benefit of the institutions

##### Institutional Base Funding Allocation

1. A prorated amount will be deducted from each university’s base recurring state appropriation.
2. A university earning more than 50 points will have their institutional investment funding restored.
3. A university scoring 50 points or less will have to submit an improvement plan to the Board of Governors and show improvement according to that approved plan in order to have their institutional investment funding restored.

<div> <div>Florida International University</div> <div>Board of Trustee Choice Metrics and Methodologies</div> <div>Options for BOG Consideration</div> </div>										
EXCELLENCE										
Points		10	9	8	7	6	5	4	3	2 1
Metric Title										
1	Number of Post-Doctoral Appointees	240	230	220	210	200	190	180	170	160 150
Source: Current year National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar.										
2	Average GPA of Incoming Freshmen	4.05	4.00	3.95	3.90	3.85	3.80	3.75	3.70	3.65 3.60
Source: All registered Fall FTIC admits from the BOG Admissions File										
3	Total R&D Expenditures in Millions	\$200	\$190	\$180	\$170	\$160	\$150	\$140	\$130	\$120 \$110
Source: Current year National Science Foundation annual survey of Higher Education Research and Development Survey (NSF-HERD).										
IMPROVEMENT										
Improvement (% , #, or method of improvement)		5.0%	4.5%	4.0%	3.5%	3.0%	2.5%	2.0%	1.5%	1.0% 0.5%
Points		10	9	8	7	6	5	4	3	2 1

