



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

Zoom Meeting  
Public access via <http://webcast.fiu.edu/>

**Wednesday, September 9, 2020**

**11:00 AM**

*or*

*Upon Adjournment of Previous Meeting*

**Chair:** Dean C. Colson, *Board Chair*

**Vice Chair:** Roger Tovar, *Board Vice Chair*

**Members:** Leonard Boord, Gerald C. Grant, Jr., Natasha Lowell, Claudia Puig

**AGENDA**

- |  |                       |
|--|-----------------------|
| 1. Call to Order and Chair's Remarks           | Dean C. Colson        |
| 2. Approval of Minutes                         | Dean C. Colson        |
| 3. Action Items                                |                       |
| G1. Updated Exclusion Resolution               | Kenneth G. Furton     |
| G2. 2020 Florida Educational Equity Act Report | Shirlyon J. McWhorter |
| 4. New Business <i>(If Any)</i>                | Dean C. Colson        |
| 5. Concluding Remarks and Adjournment          | Dean C. Colson        |

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# FIU Board of Trustees Governance Committee Meeting

**Time:** September 09, 2020 11:00 AM - 11:30 AM EDT

Section	Agenda Item	Presenter	Page
1.	Call to Order and Chair's Remarks	Dean C. Colson	
2.	Approval of Minutes	Dean C. Colson	<b>1</b>
	<i>Minutes, Governance Committee Meeting, June 16, 2020</i>		<b>2</b>
	<i>Minutes, Governance Committee Meeting, July 23, 2020</i>		<b>6</b>
3.	Action Item		
G1.	<b>Updated Exclusion Resolution</b>	Kenneth G. Furton	<b>8</b>
G2.	<b>2020 Florida Educational Equity Act Report</b>	Shirlyon J. McWhorter	<b>11</b>
			<b>12</b>
4.	New Business <i>(If Any)</i>	Dean C. Colson	
5.	Concluding Remarks and Adjournment	Dean C. Colson	

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

September 9, 2020

**Subject: Approval of Minutes of Meetings held June 16, 2020 and July 23, 2020**

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**Proposed Committee Action:**

Approval of Minutes of the Governance Committee meetings held on Tuesday, June 16, 2020 at the FIU, Modesto A. Maidique Campus, Parking Garage 5 (PG5) Market Station, room 155 and via Zoom and on Thursday, July 23, 2020 via Zoom.

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**Background Information:**

Committee members will review and approve the Minutes of the Governance Committee meetings held on Tuesday, June 16, 2020 at the FIU, Modesto A. Maidique Campus, Parking Garage 5 (PG5) Market Station, room 155 and via Zoom and on Thursday, July 23, 2020 via Zoom.

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**Supporting Documentation:** Minutes: Governance Committee Meetings: June 16, 2020 and July 23, 2020

**Facilitator/Presenter:** Dean C. Colson, *Governance Committee Chair*

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**FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
GOVERNANCE COMMITTEE  
MINUTES  
JUNE 16, 2020**

**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 Tuesday, June 16, 2020 at 12:31 p.m. at the FIU, Modesto A. Maidique Campus, Parking Garage 5 (PG5) Market Station, room 155 and via Zoom.

General Counsel Carlos B. Castillo conducted roll call of the Governance Committee members and verified a quorum. Present were Trustees Claudia Puig, *Board Chair*; Jose J. Armas, *Board Vice Chair (via Zoom)*; Cesar L. Alvarez; Leonard Boord; Gerald C. Grant, Jr.; and Roger Tovar.

Trustees Dean C. Colson, Donna J. Hrinak, Natasha Lowell, Gene Prescott, Joerg Reinhold, Marc D. Sarnoff, and Alexandra Valdes and University President Mark B. Rosenberg were also in attendance.

Chair Puig commented that Trustees and some University administrators and staff were attending in-person and welcomed Trustees and members of the University's administration participating virtually. She explained that in order to help prevent the spread of COVID-19, the University community and general public were accessing the Board's meetings via the FIU webcast.

**2. Approval of Minutes**

Board Chair Puig asked if there were any additions or corrections to the minutes of the Governance Committee meetings held on February 26, 2020 and April 21, 2020. A motion was made and unanimously passed to approve the minutes of the Governance Committee meetings held on Wednesday, February 26, 2020 and Tuesday, April 21, 2020.

**3. Action Items**

**G1. Direct Support Organizations Board Appointments**

Senior Vice President for University Advancement Howard R. Lipman presented, for Committee review, the new Director and renewal of existing Director appointments to the FIU Foundation, Inc. Board of Directors. He explained that on June 5, 2020, the FIU Foundation Inc. Board of Directors appointed one (1) new director and renewed the terms of certain current directors and that, as is required by Regulation FIU-1502, the FIU Foundation was requesting that the FIU Board of Trustees approve the appointments. He provided an overview of the appointments and terms as

follows: the new appointment of Francis A. Hondal '87, MBA '94 is for an initial one-year term (FY 2020-21); the appointment renewals for Dan and Trish Bell, Richard Brilliant '93, and Wasim J. Shomar are for three-year terms (FY 2020-21, 2021-22, and 2022-23); and the appointment renewals for Carmel J. Barrau, MD, FACP, Noel J. Guillama-Alvarez '99, Chad Moss '94, Carlos Sabater, CPA, '81, and Jason A. Saltzman are for two-year terms (FY2020-21 and 2021-22).

A motion was made and unanimously passed that the FIU Board of Trustees Governance Committee recommend that the Florida International University Board of Trustees approve the appointments, as specified in the board materials, to the Florida International University Foundation, Inc. Board of Directors.

### **G2. Ratification of the Amended 2018-2021 Collective Bargaining Agreement between the Florida International University Board of Trustees and the United Faculty of Florida (UFF) - FIU Chapter**

Provost and Executive Vice President Kenneth G. Furton presented the ratification of the amended 2018-2021 Collective Bargaining Agreement between the FIU Board of Trustees and the UFF - FIU Chapter for Committee review. He described key changes, including the establishment of the Teaching Professor, Associate Teaching Professor, and Assistant Teaching Professor as positions in the bargaining unit and the removal of language stating that faculty could not be required to teach online courses. He further commented on the inclusion of language clarifying that faculty members who develop or substantially revise instructional materials for an online course without extra compensation or without University support will maintain full ownership of those online courses and that faculty members who develop or substantially revise instructional materials for an online course without extra compensation, but with University support, will maintain full ownership of those online courses and grant FIU a limited three-year non-exclusive license to allow others to use said course materials.

A motion was made and unanimously passed that the FIU Board of Trustees Governance Committee recommend that the Florida International University Board of Trustees (the BOT) ratify the amended 2018-2021 Collective Bargaining Agreement between the BOT and the United Faculty of Florida (UFF) – FIU Chapter.

### **G3. Amendments to Employment Agreement for President Mark B. Rosenberg, for 2021-2022 Term**

Chair Puig explained that the Board's Governance Committee met in April to review and assess President Rosenberg's accomplishments for academic year 2018-19 and that the Committee recommended a superior performance rating, which was then ratified by the Full Board. Chair Puig pointed out that, pursuant to the President's current employment agreement, which continues until August 3, 2021, a contract extension must be formalized in an agreement by no later than October 1, 2020.

Chair Puig noted that included in the meeting materials was a Term Sheet that delineated the amendments that would form the President's employment agreement for a fifth term, from 2021-2022. She added that, if approved by the Committee and the full Board, the President's extension then would be submitted to the Florida Board of Governors for confirmation. She pointed out that,



if the extension is confirmed by the Board of Governors, the Board of Trustees Chair would enter into a contract extension with the President on the terms set forth in the Term Sheet.

Chair Puig described the proposed changes to the sections pertaining to the term of contract and future extensions, namely, that the term of contract would change from August 3, 2021 to August 3, 2022 and that the date by which the President and the Board of Trustees Chair meet to discuss interest in future extension would change to June 30, 2021 from June 30, 2020 and the date for finalization of a formal agreement would be October 1, 2021 instead of October 1, 2020.

At the request of Chair Puig to provide further comment, General Counsel Castillo explained that on June 5, 2020, the Foundation Board of Directors approved the Foundation's funding obligation relating to the current contract extension being considered. He pointed out that, consistent with the terms of the President's employment agreement, upon the Board's approval, Board of Governors (BOG) approval of President Rosenberg's re-appointment will be sought at the BOG's July 2020 meeting.

Trustee Leonard Boord referred to the club membership fee and requested that this be removed from the President's employment agreement. President Rosenberg explained that he has not exercised that option and that he was not opposed to its removal.

A motion was made and unanimously passed that the FIU Board of Trustees Governance Committee recommend to the FIU Board of Trustees (BOT) (i) approval of amendments to the employment agreement for President Mark B. Rosenberg for the 2021-2022 Term, as described in the Term Sheet, with the added amendment of removing the club membership initiation fee and (ii) authorize the Chair of the BOT to execute, on behalf of the BOT, a contract document with language carrying forward the current contract provisions as amended per such Term Sheet.

#### **G4. University President's Incentive Goals Outcomes, 2020 Reporting Year** *(2018-19 academic year)*

Board Chair Puig explained that per Dr. Rosenberg's employment agreement, the Board could, in its discretion, annually award Dr. Rosenberg incentive compensation up to \$150,000 based on the subset of goals established as Dr. Rosenberg's incentive goals. Board Chair Puig added that the Board has delegated the Governance Committee with the responsibility of carrying out the award of incentive compensation.

Chair Puig pointed out that President Rosenberg presented the University President's Incentive Goals Outcomes for the 2020 Reporting Year *(2018-19 academic year)* during the Committee's April meeting. She commended President Rosenberg's leadership of the University during the 2018-19 academic year and remarked that the University has continued to expand its prominence and relevance throughout the globe. She described the University as a national standard for campus emergency management, commented on improvements in national program rankings, and recommended that the Committee consider an incentive compensation award for President Rosenberg in the amount of \$150,000.

Trustees Gerald C. Grant, Jr. and Roger Tovar concurred with Chair Puig's recommendation and commented on the University's prestige and reputation and commended the President's efforts.

A motion was made and unanimously passed that the FIU Board of Trustees Governance Committee award President Rosenberg \$150,000 in incentive compensation for the 2020 reporting year (*2018-19 academic year*).

#### **G5. University President's Incentive Goals, 2022 Reporting Year (*2020-21 academic year*)**

President Rosenberg presented the University President's Incentive Goals for the 2022 reporting year (*2020-21 academic year*) for Committee review and approval. He provided an overview of the following proposed goals: the FTIC four-year graduation rate, number of licenses/options executed annually, total research expenditures, strategic plan annual gifts, and significant events or milestones of major impact to the University.

Trustee Dean C. Colson recommended replacing the goal on number of licenses/options executed annually with a goal relating to significant progress towards top 50 presence in national rankings. Trustee Boord concurred with Trustee Colson and further suggested the assigning of weights to each goal.

In terms of the goal relating to significant events or milestones of major impact to the University, Trustee Grant challenged the University to serve as a model of how to affect change in race relations. He described his years of service in University volunteer boards, commenting that the President was integral in his appointment as a member of the FIU Board of Trustees. He expressed the need to ensure access and equity at all levels of the institution. Trustee Colson concurred and recommended that Trustee Grant's challenge be included as a sixth goal.

A motion was made and unanimously passed that the FIU Board of Trustees Governance Committee adopt the University President's Incentive Goals for the 2022 reporting year (*2020-21 academic year*) as presented by University President Mark B. Rosenberg and further amended by the Governance Committee in order to reflect that the incentive goal on number of licenses/options executed annually be replaced by an incentive goal relating to significant progress towards top 50 presence in national rankings; adding a sixth incentive goal pertaining to diversity and equity with precise language to be agreed upon; and using a percentage or weight for each goal to be equally allocated.

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

No new business was raised.

#### **5. 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 Tuesday, June 16, 2020 at 1:12 p.m.

*There were no Trustee requests.*



**FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
GOVERNANCE COMMITTEE  
MINUTES  
JULY 23, 2020**

**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 Dean C. Colson on Thursday, July 23, 2020 at 2:09 p.m. via Zoom.

General Counsel Carlos B. Castillo conducted roll call of the Governance Committee members and verified a quorum. Present were Trustees Dean C. Colson, *Board Chair*; Roger Tovar, *Board Vice Chair*; Cesar L. Alvarez; Jose J. Armas; Leonard Boord; Gerald C. Grant, Jr.; and Claudia Puig.

Trustees Donna J. Hrinak, Natasha Lowell, Gene Prescott, Joerg Reinhold, Marc D. Sarnoff, and Alexandra Valdes and University President Mark B. Rosenberg were also in attendance.

**2. Action Item**

**G1. Amendments to the Bylaws of the Florida International University Board of Trustees**

General Counsel Castillo presented the proposed amendments to the Bylaws of the FIU Board of Trustees for Committee review. He explained that the changes provide for the creation of a Strategic Planning Committee and described the Committee's responsibilities and duties, specifically, that the Strategic Planning Committee "shall provide oversight responsibilities for the development of the University's strategic plan and the subsequent monitoring of progress toward goals . . . ." and that the duties will "include approving and supporting the implementation of the University's strategic plan and reviewing and, when applicable, approving, performance targets, performance metrics, and associated reports to the Board of Governors."

General Counsel Castillo pointed out that the other proposed changes to the Bylaws provide for the dissolution of the Board's Athletics Committee and Health Affairs Committee. He indicated that an internal review of the committee structures of other State University System (SUS) boards of trustees (BOT) was undertaken, noting that the results of said review reflected that there were no BOT's with a health affairs committee. He explained that there is one SUS BOT with an athletics subcommittee and one SUS BOT with a special committee on athletics. He pointed out that, in light of said proposed changes, the academic and student affairs policies, over which the Academic Policy and Student Affairs Committee has responsibility, will include athletics as well as health affairs and clinical activities.

Board Chair Colson commented on his intentions to transition the current Chairs of the Athletics Committee and Health Affairs Committee to serve as liaisons to the Academic Policy and Student Affairs Committee, if the Board's Bylaws are amended, as specified in the Board materials.

Trustee Leonard Boord commended the proposed amendments to the Board's Bylaws.

A motion was made and unanimously passed that the FIU Board of Trustees Governance Committee recommend that the Florida International University Board of Trustees (the BOT) approve amendments to the Bylaws of the BOT.

### **3. New Business**

*No new business was raised.*

### **4. Concluding Remarks and Adjournment**

With no other business, Board Chair Dean C. Colson adjourned the meeting of the Florida International University Board of Trustees Governance Committee on Thursday, July 23, 2020 at 2:13 p.m.

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

September 9, 2020

**Subject: Updated Exclusion Resolution**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees adopt a Resolution that updates the exclusion of the named members of the FIU Board of Trustees from the requirements for a personnel security clearance.

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**RESOLUTION**

WHEREAS, the Florida International University (“FIU”), a university in the State University System of Florida, desires to enter and has entered into contractual obligations with agencies of the United States Government, including contractual obligations requiring security clearance; and

WHEREAS, current Department of Defense (DoD) policy requires that the Chair of the FIU Board of Trustees and all FIU principal officers meet the personnel clearance requirements established for the level of the University’s security clearance; and

WHEREAS, said DoD policy permits the exclusion from the personnel security clearance requirement of members of the Board of Trustees and other officers, provided that this Board adopts a resolution stating that such Board members and officers designated by name shall not require, shall not have, and can be effectively excluded from access to all classified information in the possession of FIU, and that they do not occupy positions that would enable them to adversely affect FIU's policies or practices in the performance of classified contracts for the DoD or other agencies of the National Industrial Security Program; and

WHEREAS, following a prior Resolution on the matter, by Resolution dated February 26, 2020 (the “Exclusion Resolution”), it was resolved that the following Board of Trustees members, who were at the time serving on the Board, shall not require, shall not have, and can be excluded from access to all classified information in the possession of FIU, and do not occupy positions that would enable them to adversely affect FIU’s policies or practices in the performance of classified contracts for the Department of Defense (DoD) or other agencies of the National Industrial Security Program. As such, they were excluded from the requirements for a personnel security clearance.

Claudia Puig  
Jose J. Armas  
Cesar L. Alvarez  
Leonard Boord  
Dean C. Colson  
Gerald C. Grant, Jr.  
Donna J. Hrinak

Trustee, Chair  
Trustee, Vice Chair  
Trustee  
Trustee  
Trustee  
Trustee  
Trustee

Natasha Lowell	Trustee
T. Gene Prescott	Trustee
Joerg Reinhold	Trustee
Sabrina L. Rosell	Trustee
Marc D. Sarnoff	Trustee
Rogelio Tovar	Trustee

WHEREAS, the composition of the FIU Board of Trustees has changed since the adoption of the Exclusion Resolution in that the term of the following Trustee ended on the following date: Sabrina L. Rosell , May 14, 2020; and the term of the following Trustee began on the following date: Alexandra Valdes , May 15, 2020. Accordingly, an update to the Exclusion Resolution is needed to reflect the current composition of the FIU Board of Trustees and the exclusion of those Board members, including the new Board of Trustees member, from the requirements for a personnel security clearance.

NOW THEREFORE, BE IT RESOLVED, that the following Board of Trustees members shall not require, shall not have, and can be effectively excluded from access to all classified information in the possession of FIU, and do not occupy positions that would enable them to adversely affect FIU's policies or practices in the performance of classified contracts for the Department of Defense (DoD) or other agencies of the National Industrial Security Program. As such, they are excluded from the requirements for a personnel security clearance.

Dean C. Colson	Trustee, Chair
Rogelio Tovar	Trustee, Vice Chair
Cesar L. Alvarez	Trustee
Jose J. Armas	Trustee
Leonard Boord	Trustee
Gerald C. Grant, Jr.	Trustee
Donna J. Hrinak	Trustee
Natasha Lowell	Trustee
T. Gene Prescott	Trustee
Claudia Puig	Trustee
Joerg Reinhold	Trustee
Marc D. Sarnoff	Trustee
Alexandra Valdes	Trustee

This action is in the form of a resolution to take effect immediately upon adoption.

Adopted this 9<sup>th</sup> day of September 2020 by the Board of Trustees of Florida International University.

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Dean C. Colson  
Chair  
FIU Board of Trustees

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Mark B. Rosenberg  
Corporate Secretary  
FIU Board of Trustees

**Supporting Documentation:**      None

**Facilitator/Presenter:**      Kenneth G. Furton

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**THE FLORIDA INTERNATIONAL UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Governance Committee**  
September 9, 2020

**Subject: 2020 Florida Educational Equity Act Report**

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**Proposed Committee Action:**

Recommend that the Florida International University Board of Trustees approve the 2020 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 2019-20 that encompasses enrollment, gender equity in athletics, and employment.

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

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

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

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**Supporting Documentation:** 2020 Florida Educational Equity Act Report

**Facilitator/Presenter:** Shirlyon J. McWhorter

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# Florida Equity Report:

Enrollment, Sex Equity in Athletics, and Employment

Report Year: 2020

Data Year: July 2018 – June 2019



**FLORIDA INTERNATIONAL UNIVERSITY**



Approved by:

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Dean C. Colson  
Chair, University Board of Trustees

Date

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Dr. Mark B. Rosenberg  
University President

Date

Submitted by:

Shirlyon J. McWhorter, Esq., Director and Title IX Coordinator  
Inclusion, Diversity, Equity & Access  
Florida International University  
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**2020 FLORIDA EQUITY REPORT  
AY 2018-2019**

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## PART I. EXECUTIVE SUMMARY

### BACKGROUND:

The annual Florida Equity Report is required under the Florida Educational Equity Act (FEEA) (Section 1000.05, F.S.) and Florida Board of Governors (BOG) Regulation 2.003 Equity and Access. The reports from each public university in Florida encompass academic program analyses, review of student services, review of gender equity in athletics, and analyses of employment in key areas.

The annual 2020 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 Florida International University (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.

FIU has two main campuses: the Modesto A. Maidique Campus (MMC) in west Miami-Dade County and the Biscayne Bay Campus (BBC) in North Miami.

### A. Description of Plan Development

The guidelines for this report were provided by the Florida BOG, which oversees the State University System (SUS) of Florida. The FIU Office of Inclusion, Diversity, Equity & Access (IDEA) assembled a committee comprised of representatives from the Office of the Provost, Academic & Student Affairs, Academic Budget Office, Athletics, University Graduate School, Human Resources, Analysis and Information Management, Enrollment Management and Services, and other offices to complete this report. The FEEA Report is prepared by FIU's Director of IDEA 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 BOT's Governance Committee before it is approved by the full Board.

FIU complies with federal and state non-discrimination and FEEA 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 University Progress

#### Policies and Procedures in Support of Equity

FIU has a deep commitment to diversity, equity and inclusion. Diversity is an integral part of our identity. We are committed to the pursuit of excellence by being inclusive to individuals without regard to race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, or veteran status. The sexual misconduct regulation (Title IX) was recently updated to reflect changes from the Department of Education to Title IX.

## **Academic Programs**

FIU has experienced an increase in the number of Bachelor's, Master's, Doctoral, and professional degrees awarded during the 2018-2019 Academic Year. There has also been a significant increase in the number of Florida Community College Transfers to FIU, which reflects our commitment to provide a *Worlds Ahead* education to our local community. FIU further affirms its commitment to community outreach and diversity recruitment initiatives to impact diversity outcomes in undergraduate student enrollment, retention, and graduation rates.

## **Gender Equity in Athletics**

FIU has a designated Deputy Title IX Coordinator in the Athletics Department who, in collaboration with the Title IX Coordinator, arranges for diversity training for all student athletes and ensures compliance with Title IX and the NCAA Standards. Such efforts have been taken to ensure equitable facilities, equipment, personnel, and opportunities for female and male athletes. FIU further focuses on training the athletic coaching and support staff on the importance of inclusion, diversity, equity, and access to ensure that they are well-suited to meet the needs of our diverse student athlete population.

## **Employment Representation**

FIU is committed to ensuring that the faculty and staff at our institution reflect the diversity of our local community and our student body. The Division of Human Resources continues to lead efforts to strengthen employment, recruitment, classification and compensation by leveraging technology to meet current university/legal/compliance demands, expectations and changes in law. Further, the Division of Academic Affairs is actively engaged in the recruitment, retention and development of University faculty throughout each college. Although there was a slight decrease in the number of Black faculty members compared to Fall 2018, there was a notable increase in the percentage of Black tenure-track faculty members of 38%. Coupled with the Faculty Mentoring Program and the Equity Action Initiative, we hope to remedy the decline in tenured Black faculty and other underrepresented groups.

The trend of overall tenured female faculty continues to increase thanks to the faculty development initiatives led by our Office to Advance Women, Equity and Diversity (AWED). Our retention has grown by 8% from last year, with an overall increase of 13% since 2014.

## **Areas of Improvement and Achievement**

There was a decrease in the percentage of the total doctoral degrees awarded to Black students. The change was from 7.5% of the total in AY 2017-2018 to 5.12% of the total in AY 2018-2019. The University intends to implement initiatives to increase the proportion of research doctorates awarded to Black students by 2% each year so that by 2020 Black students will represent 9% of research doctorates awarded.

FIU was recognized for creating an exceptional work environment with Honor Roll status from the "Great Colleges to Work For." "Great Colleges to Work For" is one of the largest and most respected workplace-recognition programs in the country, which acknowledges colleges and universities that earn top ratings from their employees on workforce practices and policies. This



is the fifth time we have been recognized and the second time the university received recognition in all 12 categories.

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

FIU's faculty tenure process indicates that faculty members who are underrepresented minorities have participated and have been considered throughout the process in each college during AY 2018-2019. FIU is proud to encourage diversity in the faculty tenure process through targeted diversity recruitment initiatives through AWED. The tenure process demonstrates fairness and equity to all participants, including females and underrepresented minorities. FIU acknowledges that greater diversity is needed throughout the tenure and promotion process; efforts to obtain diverse representation on committees is continually sought and improvement is expected to continue.

### **C. Budget Plan**

The FIU budget plan includes specific strategies and a budget allocation that support diversity and inclusion among faculty. The University assesses its efforts on an ongoing basis to continue to improve the recruitment, search and hiring process to enhance the potential for increasing the diversity of the faculty.

## PART II. POLICIES AND PROCEDURES IN SUPPORT OF EQUITY

FIU regulations for Nondiscrimination and Title IX were updated in 2018 to ensure that language and definitions are consistent throughout the regulation, that the regulation is easy to understand and that procedures are timelier. The regulations affirm FIU's commitment to diversity and inclusion and preventing sexual misconduct, including sexual assault, sexual harassment, dating/domestic violence and stalking, and aligns the University with federal Title IX legislation barring sexual misconduct in colleges and universities. A version of FIU-105, approved on June 8, 2018, was in effect during AY 18-19. However, in August 2020 FIU updated regulation FIU-105 in accordance with new updates from the United States Department of Education pertaining to Title IX.

### **FIU-105 Sexual Misconduct (Title IX)**

<https://regulations.fiu.edu/regulation=FIU-105>

### **FIU-106 Nondiscrimination, Harassment and Retaliation (Title VII)**

<https://regulations.fiu.edu/regulation=FIU-106>

### **FIU-2501 Student Conduct and Honor Code**

<https://regulations.fiu.edu/regulation=FIU-2501>

## University President EEO Policy Statement

### Florida International University EQUAL OPPORTUNITY POLICY STATEMENT

*Florida International University is firmly committed to Equal Employment Opportunity (EEO) and to compliance with all federal, state and local laws that prohibit employment discrimination on the basis of age, race, color, gender, national origin, religion, disability, protected veteran status, pregnancy discrimination and other protected classifications. This policy applies to all employment decisions including, but not limited to, recruiting, hiring, training, promotions, pay practices, benefits, disciplinary actions and terminations.*

*As a government contractor, Florida International University is also committed to taking affirmative action to hire and advance minorities and women as well as qualified individuals with disabilities and covered veterans.*

*We invite employees who are disabled or protected veterans and who wish to be included under our Affirmative Action Program to self-identify as such with the EEO Coordinator. This self-identification is strictly voluntary and confidential and will not result in retaliation of any sort.*

*Employees of and applicants to Florida International University will not be subject to harassment, intimidation, threats, coercion, or discrimination because they have engaged or may engage in filing a complaint, assisting in a review, investigation, or hearing or have otherwise sought to obtain their legal rights related to any federal, state, or local law regarding EEO for qualified individuals with disabilities or qualified protected veterans.*

*As President of Florida International University, I am committed to the principles of affirmative action and equal employment opportunity. In order to ensure dissemination and implementation of equal employment opportunity and affirmative action throughout all levels of the University, I selected Shirlyon J. McWhorter as the EEO Coordinator for Florida International University. One of the EEO Coordinator's duties is to establish and maintain an internal audit and reporting system to allow for effective measurement of the University's programs.*

*In furtherance of Florida International University's policy regarding affirmative action and equal employment opportunity, Florida International University has developed a written Affirmative Action Program which sets forth the policies, practices and procedures which the University is committed to applying in order to ensure that its policy of non-discrimination and affirmative action for qualified individuals with disabilities and qualified protected veterans is accomplished. This Affirmative Action Program for qualified individuals with disabilities and qualified protected veterans is available for inspection by any employee or applicant for employment upon request, between 9:00 - 5:00 at the Inclusion, Diversity, Equality, and Access department in Primera Casa (PC) 321. Any questions should be directed to me, your supervisor, or Shirlyon J. McWhorter, EEO Coordinator.*

Mark B. Rosenberg  
President

## PART III. ACADEMIC PROGRAM REVIEWS

**Table 1. First-Time-In-College Enrollment (Full-time)**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	54	100	1	52	1,028	2	111	26	2	1376
Women	68	168	0	58	1426	2	163	40	5	1930
Total Fall 2019	122	268	1	110	2454	4	274	66	7	3306
Category % of Total Fall 2019	4%	8%	0%	3%	74%	0%	8%	2%	0%	100%
Total FTIC Fall 2014	126	391	0	109	2612	4	316	188	15	3761
Category % of Total Fall 2014	3%	10%	0%	3%	69%	0%	8%	5%	0%	100%
Percentage Change in number from Fall 2014 to Fall 2019	1%	-2%	0%	0%	5%	0%	0%	-3%	0%	0%

**Source:** IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Full-time, First-time students.

The FIU enrollment FTIC enrollment date reflects that approximately 58% of students were female and 42% were male for the 2018-2019 academic year. Although the total number of FTIC enrolled at FIU has decreased from 3942 in Fall 2018 to 3306 in Fall 2019, 88% of full-time FTICs enrolled at FIU were underrepresented minorities in Fall 2019. This percentage is an improvement over the previous Fall 2018 metric, where 87.1% of full-time FTICs enrolled at FIU were underrepresented minorities. This continues a consistent increase over the past three reporting years in the percentage of underrepresented minorities enrolled as full-time FTICs at FIU. Students from Hispanic backgrounds made up the greatest percentage increase in this metric, based on a near 1.5% increase from the previous year's 72.75% figure.

Table 2. Florida Community College A.A. Transfers (Full-time)

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2019	403	1019	1	152	5,320	4	567	160	20	4,627	3,019	7646
Category % of Total Fall 2019	5%	13%	0%	2%	70%	0%	7%	2%	0%	61%	39%	100%
Total Fall 2014	290	859	6	156	4,631	6	527	98	59	3,834	2,798	6632
Category % of Total Fall 2014	4%	13%	0%	2%	70%	0%	8%	1%	1%	58%	42%	100%
Category % Change from 2014 to 2019	1%	0%	0%	0%	0%	0%	-1%	1%	-1%	3%	-3%	0%

Source: Student Instruction File. Full-time students.

For Fall 2019, there were a total of 7646 Florida Community College A.A. transfers. This marks an approximate 9% increase from last year's 7018 enrollment number, and a 15.29% increase from the Fall 2014 enrollment number of 6632. Across the various ethnic and racial groups, there was an increase in Black (5.3% increase), Hispanic (11.5% increase), and White (9.5% increase) transfer students compared to Fall 2018. Additionally, the total number of female and male transfer students increased for Fall 2019, although there was a slight change of 1% in the percentage of female transfer students, which increased, and male transfer students, which decreased. Over the past five years, FIU has experienced a 20% increase in the total number of female transfer students and a 7.9% increase in the total number of male transfer students.

Table 3. Retention of Full-Time FTICs After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Fall 2018 Cohort	155	379	1	112	2871	2	328	73	7	2194	1734	3928
Category % of Total	4%	10%	0%	3%	73%	0%	8%	2%	0%	56%	44%	100%
Enrolled Fall 2019	141	327	1	107	2605	1	258	64	7	1981	1530	3511
Retention Rate	91%	86%	100%	96%	91%	50%	79%	88%	100%	90%	88%	89%

One-year retention rates for full-time FTIC freshmen averaged 89% for Fall 2019. This is a slight decrease from the Fall 2018 number of 90.14%. However, across the various racial and ethnic groups, the retention rate remained relatively consistent, with the exception of the retention of white students which decreased from 85.5% in Fall 2018 to 79% in Fall 2019. The total number of full-time FTICs retained after one year reflected a 12% increase from Fall 2018 (3137 students) to Fall 2019 (3511 students).

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

#### Center for Academic Success

The Center for Academic Success is charged with supporting the retention and graduation of undergraduate students. The Center focuses on freshmen and those nearing graduation. The Center coordinates the creation and distribution of lists that academic advisors use to reach students facing academic risk, or who are approaching graduation. The Center helps students having financial difficulties find resources to continue their enrollment, provides coaching, 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 as well as supports academic, intellectual, personal, and social growth and success.

#### Exploratory Students

Exploratory student pathways are designed to assist students through self-discovery for the purpose of choosing and planning for a major and a 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

This curriculum for all incoming freshmen affords incoming first-year students the opportunity of participating in a common curricular experience that creates community and a common ground for discussion. This is augmented through a series of presentation and lectures across the year.

**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 with an understanding of how important it is to get organized, manage their time well, make room for homework, social activities, employment 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 University Learning Center**

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 by Race/Ethnicity

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2013-19 Cohort	156	492	4	143	2963	10	408	96	29	2353	1948	4301
Category % of Total	3.63%	11.44%	0.09%	3.32%	68.89%	0.23%	9.49%	2.23%	0.67%	54.71%	45.29%	100.00%
After 6 Years Number of Graduates	109	266	3	94	1880	6	222	49	15	1571	1073	2644
Percent Graduated	69.87%	54.07%	75.00%	65.73%	63.45%	60.00%	54.41%	51.04%	51.72%	66.77%	55.08%	61.47%
Category % Graduated	4.12%	10.06%	0.11%	3.56%	71.10%	0.23%	8.40%	1.85%	0.57%	59.42%	40.58%	100.00%
Number Retained	119	296	3	106	2103	6	245	59	17	1689	1265	2954
Percent Retained	76.28%	60.16%	75.00%	74.13%	70.98%	60.00%	60.05%	61.46%	58.62%	71.78%	64.94%	68.68%

Note: FTIC includes *Beginners and Early Admits*. (Source: BOG Annual 2018 Retention Report 2013-2014 Cohort Detail Records)

As reflected in Table 4, FIU has a 61 % graduation rate for all full-time FTICs. This demonstrates an improvement of about 2.5% compared to the 58.55% graduation rate reflected in the previous year's report. Male students in this group experienced a 5% increase in the graduation rate when compared to the previous year's report, while the female student graduation rate also increased by approximately 1.5%. When comparing the total number of students in the 2013-2019 cohort that graduated (2644) compared to the 2012-2018 cohort (2407), there was a 9.8% increase. There were notable increases in the number of Asian (94, up from 90 for 2012-2018), Hispanic (1880, up from 1698 in 2012-2018), Non-Resident Alien (109, up from 48), and White (222, up from 205) students that graduated. As reflected, the largest total increase in the number of full-time FTICs that graduated is from Hispanic students and the second largest increase is Non-Resident Alien students. Native Hawaiian and Other Pacific Islander students experienced a notable 60% graduation rate, which is an increase from the previous year's 16.67%. There was a slight decrease in the number of Black students that graduated, although the graduate rate for these students increased slightly to 54%. Non-Resident Aliens (4.12%, up from 1.99% in 2012-2018) and Native Hawaiian and Other Pacific Islanders (0.23%, up from 0.04% in 2012-2018) demonstrated the largest increase in graduation rates as a whole.



Table 5. Bachelor's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-19										
Male	343	479	2	110	2818	6	391	103	19	4271
Female	469	886	2	144	4403	3	582	181	19	6689
Total	812	1365	4	254	7221	9	973	284	38	10960
Category % of Total	7%	12%	0%	2%	66%	0%	9%	3%	0%	100%
AY 2017-18										
Male	320	416	3	108	2774	3	413	94	27	4158
Female	457	803	7	146	4099	5	533	166	28	6244
Total	777	1219	10	254	6873	8	946	260	55	10402
Category % of Total	7%	12%	0%	2%	66%	0%	9%	2%	1%	100%
AY 2013-14										
Male	228	336	2	101	2105	4	374	24	63	3237
Female	300	537	4	119	3242	3	500	58	69	4832
Total	528	873	6	220	5347	7	874	82	132	8069
Category % of Total	7%	11%	0%	3%	66%	0%	11%	1%	2%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.

FIU awarded 10,960 bachelor's degrees during the 2018-2019 academic year, which was an increase from the previous year's 10,402 bachelor's degrees awarded. This constituted a 2.7% increase in degrees awarded. Of these additional 558 degrees awarded, 445, or approximately 80%, were earned by female students while 113, or approximately 20%, were earned by male students. During the same year, 61% of bachelor's degrees were awarded to female students and 39% to male students, compared with 60% and 40% respectively in 2017-2018. During the 5-year period from the 2013-2014 Academic Year to the 2018-2019 Academic Year, the number of degrees awarded increased by 35%.

During the 2018-2019 Academic Year, the percentage of bachelor's degrees awarded to each of the various racial and ethnic group closely mirrored the percentages reported in the 2017-2018 Academic Year. However, it is important to note the significant increases in the number of bachelor's degrees awarded to Black students (1,365, up from 1,219) and Hispanic students (7,221, up from 6,873), representing increases of 12% and 5% respectively.

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2018-19										
Male	224	125	0	38	615	1	185	17	6	1211
Female	250	305	0	65	1055	1	265	39	16	1996
Total	474	430	0	103	1670	2	450	56	22	3207
Category % of Total	15%	13%	0%	3%	52%	0%	14%	2%	1%	100%
AY 2017-18										
Male	226	131	0	34	577	1	188	17	9	1183
Female	245	281	0	58	1035	1	278	37	9	1944
Total	471	412	0	92	1612	2	466	54	18	3127
Category % of Total	15%	13%	0%	3%	52%	0%	15%	2%	1%	100%
AY 2013-14										
Male	275	129	1	45	637	3	242	12	24	1368
Female	320	256	1	57	821	1	285	21	29	1791
Total	595	385	2	102	1458	4	527	33	53	3159
Category % of Total	19%	12%	0%	3%	46%	0%	17%	1%	2%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

A total of 3,207 master's degrees were conferred during AY 2018-2019. This represented an increase of 2.56% from AY 2017-2018. Of the total number of master's degrees awarded, females received 1,996, representing 62.24%, whereas males received 1,211 degrees or 37.76%.

Hispanic students were awarded the largest number of master's degrees, a continuing trend at FIU, with 1,670 conferrals representing 52.07% of the total number of master's degrees awarded in AY 2018-2019. This is a slight increase (.52%) from AY 2017-2018 in the number of master's degrees awarded to Hispanic students. Non-resident alien (NRA) students accounted for the second largest percentage, 14.78% of the total number of master's degrees awarded in AY 2018-2019. Asian students and White students accounted for 3.21% and 14% respectively, of the total number of master's degrees conferred.

In AY 2017-2018, the Black student category had the largest gap between males (29.07%) and females (70.93%) of master's degrees awarded. Hispanic females represented the largest gender-specific fraction at 32.9%, followed by Hispanic males at 19.18% of the total number of master's degrees awarded. White females represented 8.26% of total number of degrees awarded, compared to 5.77% for their male counterparts. Black female students represented 9.51% whereas Black males represented 3.90% of the total number of master's degrees awarded. There was no one in the American Indian/Alaska Native category in AY2018-2019. There were two master's

degrees awarded to Native Hawaiians/Other Pacific Islander students in AY 2018-2019, same as in AY 2017-2018.

From AY 2017-2018 to AY 2018 -2019, the number of master's degrees awarded increased by 8.54% for Black Females, 1.93% for Hispanic females, and 6.6% for Hispanic males. Number totals were up for Black degree awardees by 4.37% and for Hispanic degree awardees by 3.5%. The proportions of the total degrees awarded remained the same for both groups approximately 13% for Black students and approximately 52% for Hispanic students in both academic years.

**Table 7. Doctoral Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-19										
Male	58	4	0	3	20	0	26	0	2	113
Female	37	7	1	2	26	0	25	3	1	102
Total	95	11	1	5	46	0	51	3	3	215
Category % of Total	44%	5%	0%	2%	21%	0%	24%	1%	1%	100%
AY 2017-18										
Male	60	7	0	1	19	0	20	4	1	112
Female	34	8	0	2	15	0	25	0	4	88
Total	94	15	0	3	34	0	45	4	5	200
Category % of Total	47%	8%	0%	2%	17%	0%	23%	2%	3%	100%
AY 2013-14										
Male	39	6	0	4	15	0	12	0	0	76
Female	27	9	0	3	16	0	27	0	1	83
Total	66	15	0	7	31	0	39	0	1	159
Category % of Total	42%	9%	0%	4%	19%	0%	25%	0%	1%	100%

**Source:** IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

FIU awarded 215 doctoral degrees during AY 2018-2019. This represents a 7% increase from 200 degrees awarded during AY 2017-2018, and further illustrates consistent growth of 35.2% when compared to AY 2013-2014. Of the 215 doctoral degrees awarded, 102 (47.4%) of those degrees were awarded to female students and 113 (52.6%) degrees were awarded to male students. These percentages demonstrate a change when compared to AY 2017-2018, where 56% degrees were awarded to male students, while 44% were awarded to female students. Additionally, there was an increase of 14 degrees conferred to female students in AY 2018-2019, while there was a one degree increase for male students.

Hispanic students saw the greatest increase in total number of doctoral degrees awarded in 2018-2019 AY. These twelve degrees were awarded to female Hispanic doctoral students, thereby making up 56.5% of doctoral degrees awarded to Hispanic students. There was a slight increase of 1% in degrees awarded to White students. The data also reflects that Black students were awarded 11 degrees in AY 18-19 compared to 15 in AY 17-18, a 3% decrease. Non-Resident Alien students made up the largest percentage of doctoral degrees awarded with 44%, followed by White students with 24%. This follows the 5-year trend of these two groups being first and second in terms of racial/ethnic groups that are awarded doctoral degrees. No doctoral degrees were recorded for the American Indian/Alaska Native group, a continuing trend since AY 2009-2010.

**Table 8. First Professional Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-19										
Male	1	12	0	16	67	0	53	4	9	162
Female	2	17	0	16	92	0	64	5	3	199
Total	3	29	0	32	159	0	117	9	12	361
Category % of Total	1%	8%	0%	9%	44%	0%	32%	2%	3%	100%
AY 2017-18										
Male	1	10	1	14	73	0	63	2	7	171
Female	3	11	0	17	94	0	47	5	1	178
Total	4	21	1	31	167	0	110	7	8	349
Category % of Total	1%	6%	0%	9%	48%	0%	32%	2%	2%	100%
AY 2013-14										
Male	0	9	1	5	43	0	71	0	2	131
Female	2	10	0	5	68	0	35	2	2	124
Total	2	19	1	10	111	0	106	2	4	255
Category % of Total	1%	7%	0%	4%	44%	0%	42%	1%	2%	100%

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

The designation of “Professional Degrees” represents degrees awarded through the College of Law (JD), the Herbert Wertheim College of Medicine (MD), the Nicole Wertheim College of Nursing and Health Sciences (DNP) and Physical Therapy (DPT). The number of professional degrees awarded during AY 2018-2019 was 361. This represents a 3.4% percentage and 12 total number of degrees increase compared to the previous year. Females received 55% of these degrees and males received approximately 45%. These numbers represent a significant change compared to 49% for males and 51% for females the previous year. The greatest increase was reflected by White female students, who received 64 degrees in AY 2018-2019, which is an increase of 17 degrees (or 36%) from AY 2017-2018. Black female students also saw an increase of 54.5% when compared to last year. Black and White students represented the largest growth in total number of degrees awarded, with increases of 8 degrees and 7 degrees respectively. The percentage of degrees conferred to Hispanic students decreased by 4% although they still remained the ethnic group that received the highest total and highest percentage of professional degrees; white students received the second highest and had the second highest percentage. Additionally, Asian/Pacific Islander students are awarded 9% of professional degrees, which is a significant increase from 4% in AY 13-14. No professional degrees were recorded for the American Indian/Alaska Native group.

## Recruitment and Support

At FIU graduate student recruitment is part of the Enrollment Management Services portfolio. The University Graduate School (UGS) is primarily focused on supporting doctoral programs and attracting a diverse pool of highly qualified applicants. As such, UGS provides funding to doctoral programs to implement specific recruitment activities that require a cost-match from the Colleges in which they reside. One of the requirements for funding allocation is that one or several activities must be targeted to the recruitment of underrepresented minority students. UGS presently has an Inclusion Fellowship. This fellowship was created to encourage promising undergraduate and master's students, who are underrepresented minorities or people with disabilities, to pursue a Ph.D. degree. The Inclusion Fellowship supports Ph.D. students in **any discipline** for up to two years, with two additional years of funding provided by the graduate program through a teaching or research assistantship. Support for initial recipients began in Fall 2018, with one fellow awarded for that term.

In collaboration with FIU's Academic and Student Affairs' Office of Student Access and Success (SAS), UGS has participated in various forums to encourage the participation of underrepresented minority students in graduate education. Efforts included attending minority-specific professional organization conferences (the Southern Regional Education Board (SREB), the Florida Education Fund McKnight Doctoral Fellowship program, GEM Fellowship program, and the National Name Exchange) for the purpose of recruiting underrepresented graduate students. The Ronald E. McNair program is a Federal TRiO program designed to prepare students from low-income, first-generation, and traditionally under-represented groups for doctoral studies. At FIU, we have 27 active McNair scholars every year, of which approximately 30% transition to FIU for graduate studies. The FIU McNair and Undergraduate Research conference was held in October 2018. Over 200 underrepresented STEM students from within and outside FIU attended.

Recruitment initiatives were 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, FIU continues its participation in The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM). One FIU doctoral student was awarded a GEM fellowship for the AY 2018-2019.

FIU continued to participate in the National Name Exchange (NNE). This is a consortium of fifty-five nationally known universities, which, on an annual basis, collects and exchanges 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. Students in the shared list of underrepresented minority groups received communication about opportunities at FIU.

As a result of recruitment activities, FIU hosted 10 new fully funded McKnight Fellows and three Affiliate fellows starting in Fall 2018. McKnight Fellows, who are Black and Hispanic doctoral students, receive a \$12k stipend from the Florida Education Fund (FEF), in addition to a \$10,000 enhancement and a medical insurance supplement from the UGS at FIU.

For AY 2018-2019 UGS continued to focus on applying to and promoting the relevance of external funding for graduate students. In collaboration with the Department of Electrical Engineering and SAS, UGS submitted and was awarded a continuation of the Bridge to the Doctorate program to the National Sciences Foundation. This program is under the Florida-Georgia Louis Stokes Alliance for Minority Participation (FG-LSAMP) to enhance recruitment and retention of underrepresented minority students in STEM disciplines. We selected and supported the first cohort of eight (8) fellows in the Spring of 2019.

In collaboration with the FIU Biomolecular Sciences Institute (BSI), UGS submitted and was awarded a National Institute of General Medical Sciences (NIGMS) training grant (T32) to support eight (8) PhD students in transdisciplinary biomolecular sciences. For this program, FIU will specifically recruit at FAMU and Bethune-Cookman University who agreed to support our efforts to increase the representation of Black students in doctoral programs. The first cohort will be appointed in the Fall of 2019.

### Retention

In the Fall 2018 term, SAS sponsored three (3) doctoral students to attend SREB Doctoral Fellows Teaching and Mentoring Institute. At the institute, students attended and participated in several workshops aimed at addressing doctoral students' persistence. SAS hosted the annual "MLK Night with McKnight" program, which invites McKnight, McNair and Bridge to Doctorate fellows to come together as a community and celebrate successes. The keynote speaker for the event was Dr. Bob Belle who serves as the Director of the AGEP SREB Doctoral Scholars.

In response to minority graduate student interest in building community, in 2018-2019, the FIU McKnight Doctoral Fellows Graduate Students Organization and the FIU Black Graduate Women's Association sponsored fundraising events, community building events, and hosted workshops for several of our undergraduate programs on preparing for research.

In order to encourage a connection between our graduate students and the community, we also continued to host the annual 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 to elementary school students in an engaging and hands-on experience. The elementary school students that participated were winners of the local science fair and they also presented their research to the graduate students. In addition, the McKnight, NSF Bridge to Doctorate, and the FIU Black Graduate Women's Student Association served as judges for the Annual City of Miami Gardens Science Fair. Best practices in retaining underrepresented graduate students suggest that students are more likely to persist if they feel connected to the university community. Our practice is to engage with them throughout the year in meaningful experiences that are aligned with their research studies.

In 2019, SAS was invited to serve as a partner applicant in the Alliances for Graduate Education and the Professoriate (AGEP) program with USF, FAMU, Bethune-Cookman University and Florida Memorial University. The project is designed to support retention, persistence and promotion of URM women graduate students and early career faculty in STEM education and research. The grant was awarded for four years of funding.



### General Areas of Enhancement

In AY 2018-2019, we also improved some of our processes and added programming to better serve students. Enhanced service to students, in general, impacts equity in that UGS' services and programming are geared to improve retention and timely graduation rates and to provide professional development assistance during students' graduate careers.

For instance, UGS has consistently improved orientations (held in Fall and Spring) for incoming graduate students to be broader and more inclusive of policy review and updates and allowed for individualized student interaction with staff.

UGS has also initiated a Graduate Program Director professional development program for faculty, aimed at strengthening engagement and enhancing mentoring skills. This is essential to aid the retention of students. USG also offered informational workshops on policies and best practices.

UGS hosted external faculty and professionals with specific expertise to provide a series of workshops to our graduate students in STEM, social sciences, and humanities on identifying and applying for external funding sources.



# STUDENT SERVICES

## 1. ACADEMIC ADVISING

FIU students have equal access to utilize academic advising services. The University is particularly committed to providing equitable advising services to undergraduate students and employs a diverse staff of over 125 professional academic advisors who can serve as guides and mentors for our diverse student population. All undergraduate students have access to an online advising platform (the Panther Success Network) that enables them to connect with an advisor and make advising appointments. Each student is assigned to a professional academic advisor from their academic department who is responsible for guiding their progress toward earning a degree. Graduate students are assigned to and work with faculty members from their respective disciplines. All students also have access to an online degree audit and other advising tools that provide information on degree requirements and track their progress toward completing their degree.

### Organizational Structure and Staffing

FIU utilizes a decentralized advising system for all undergraduate students that relies on a team of professional academic advisors and receives support and coordination from a centralized team of administrators and technological support. As previously mentioned, graduate students receive their advising and academic support from the faculty mentors and administrative staff from their respective academic departments.

The centralized advising efforts are coordinated by the Associate Provost for Academic and Career Success and her team of student success administrators. That team includes an Associate Director who is charged with working with all the academic units and providing support to all of FIU's professional academic advisors. Her responsibilities also include developing and coordinating training sessions for newly hired advisors, and professional development workshops that are offered to all academic advisors and advising leads throughout the year. That Associate Director also supervises a Manager of Academic Support services, two Student Success Specialists and a team of College Life Coaches who provide additional support to the academic advising community and to students who need additional assistance with staying on track. The Associate Provost also supervises a team dedicated to Academic Advising Technology, which includes the use of several tools that support advisors' ability to manage their advising caseloads. In addition, the Associate Provost supervises two additional staff members who work to support the academic units' efforts to utilize predictive analytics to identify students who need additional support and develop reporting mechanisms that allow the institution to track our progress on improving retention and on-time graduation rates. This centralized support has created a unique situation in which our decentralized advising system not only functions effectively but also ensures a level of consistency (across academic units) that is normally more difficult for universities to achieve.

As part of the decentralized advising system, FIU relies on over 125 professional academic advisors who report directly to academic administrators who oversee the advising initiatives for each of the respective academic colleges/schools. Those academic administrators participate in a

University-wide policy group called the Council for Undergraduate Academic Advising that meets monthly to discuss academic policies and procedures. They also participate in an ad hoc group of “advising leads” who meet regularly with the central administration to discuss issues and concerns related to academic advising. Through these efforts, we ensure that students in each of the academic units receive comparable advising support and that academic policies are applied equitably across academic units.

The Associate Provost and her team also monitor the advising ratios for each of the professional advisors throughout the university. In doing, we have managed to lower advising ratios to around 400 students (on average) for each advisor, a number that we plan to continue reducing.

#### Retention and Graduation Support/Student Success Outreach Initiatives

During the 2018-2019 academic year, our academic advising community actively participated in several outreach campaigns designed to support student success and assist our students with making positive progress toward their degrees. These included advising appointment campaigns to the 2019 FTIC students (September-November and February-May) to encourage Spring and Summer/Fall enrollment, as well as advising appointment campaigns to students approaching 90 credit hours to assist in mapping out the final semesters to graduation.

Beginning Summer 2019, Academic and Career Success implemented a cohort tracking project. Each semester, Academic and Career Success provided the colleges with an updated analysis on each of their FTIC students, with a focus on those students who are approaching or completing their fourth year. Each students’ progress was tracked through indicators such as credits earned and in progress, GPA, remaining courses needed and their availability, future enrollment, financial concern, etc. Throughout the year, the advisors were asked to review each student in the 2016 FTIC cohort students and indicate their “on-track” status for four-year graduation. They worked with the students if/when any actions were needed to keep them on-track for on-time graduation. Academic and Career Success supported the advisor’s efforts in advocating for the students and removing any barriers to their success. This project has led to more targeted outreach and intervention and has ultimately contributed to an increase in four-year graduation. Beginning Summer 2020, the project is shifting focus to the 2017 FTIC cohort.

Recently, Academic and Career Success hired a Student Success Advocate and two Student Success Specialists to assist with supporting the colleges in their student success efforts. The Student Success Advocate identifies targeted populations of students for retention and/or graduation-related outreach. The Student Success Specialists reach out to the students, document any barriers the students are facing, and work closely with the Student Success Advocate to resolve pending barriers to success. Academic and Career Success also collaborates with the Colleges and advisors on their findings.

#### Excellence in Academic Advising

In Spring 2018, FIU was selected to participate in a self-study of undergraduate academic advising, as part of a national project called Excellence in Academic Advising (EAA). The project is a joint initiative between the John N. Gardner Institute for Excellence in Undergraduate Education and NACADA: The Global Community for Academic Advising. Twelve charter

institutions across the country were selected to participate and were guided through a comprehensive, standards-based assessment process of decision-making, planning, and implementation that promotes excellence in academic advising.

As a framework for EAA, the following nine Conditions of Excellence (listed below) were provided as intentional benchmarks for institutions to guide reflective study and strategic assessment of academic advising. These conditions acknowledge the role of academic advising in promoting student learning, success, and completion within the complex context of higher education and organizational change.

- Institutional Commitment
- Learning
- Advisor Selection and Development
- Improvement and the Scholarship of Advising
- Collaboration and Communication
- Organization
- Student Purpose and Pathways
- Equity, Inclusion, and Diversity
- Technology Enabled Advising

The FIU Excellence in Academic Advising launch took place at the 2018 Fall Advisors' Forum. A task force was assembled of 45 faculty, administrators, staff and students from across the university who volunteered to participate in this initial year-long review process. Conditions were combined to make four committees, each with two co-chairs. Co-chairs sought out university stakeholders committed to student success for their committees, and, represented six academic colleges, Student Affairs, Academic Affairs, Enrollment Management, and Human Resources. The EAA Steering Committee was comprised of the two institutional EAA liaisons/task force chairs, the eight co-chairs of the Conditions committees, and two individuals from institutional research.

## 2. ADMISSION TO ACADEMIC PROGRAMS

### Strive for College

FIU was accepted as a partner with Strive for College; an online platform that provides mentoring, guidance and college discovery to high school students who are the first in their family to go through the college search, application and enrollment process. There are only three Strive for College Institutions in Florida. Strive for College provides college partners with the opportunity to connect with students and mentors through an online learning community and fact-to-face interaction. First-generation college students connect with not only colleges and universities, but also mentors who are leaders in the industry to learn not only about the college search and selection process, but to also have someone guide them through to graduation. Strive for College has proven results, 97% of the high school students, “Strivers” went to college and 84% of them attended a four-year institution.

FIU is highlighted on the “I’m First!” website and in the “I’m First” Guide to College. High schools around the country receive the guide as well as access to the Strive for College platform therefore connecting first-generation in college students with access to FIU and the resources the university has to offer. FIU also benefits from professional development initiatives such as best-practice webinars and a supportive learning community with 135 like-minded institutions providing equity and access to higher education. See [striveforcollege.org](http://striveforcollege.org) for additional details.

### Raise.Me

The intention of the Raise.Me program is to deepen the relationship between prospective students earlier in high school and Florida International University. Through the use of micro-scholarships FIU can connect with high school students as early as the 9<sup>th</sup> grade, and help to educate them about the benefits of a post-secondary education as well as help them understand that finances do not have to be a barrier. FIU selected the micro-scholarship platform for its commitment to access by allowing institutions to reward students with small amounts of scholarship money by doing things that are available regardless of your zip code. In addition, it does not require students to excel on a standardized test or participate in any activities that are only available in some school districts and not others.

FIU has more than 41,000 followers on Raise.Me, 29,000 attend a Title 1 high school and 8,309 participate in the free/reduced lunch program. FIU conducts hands-on workshops in high schools as part of admissions and financial aid information sessions. FIU is also a partner with the transfer platform. Students who are earning an AA from a Florida State College can also earn micro-scholarships. This is being used to keep students on track toward their AA graduation and transition to FIU. One of the micro-awards is for students who complete pre-requisite courses for specific programs or complete a course sequence in math. As student’s opt-in for FIU’s Connect4Success program, they are encouraged to begin a “transfer” Raise.Me account to earn micro-scholarships while in MDC, Broward College and Palm Beach State.

## Student Recruitment and Travel

FIU Office of Admissions engages in student recruitment in and out of Florida. The staff use data mining tools from the CollegeBoard and Hobsons to determine which high schools to visit and college fairs to attend. FIU staff goals are based on the university strategic plan and Florida Board of Governors Metrics; but they are also based on the mission of FIU. Out of state recruitment is limited to urban areas around Los Angeles, Houston, Atlanta, Washington DC, and Illinois. In state recruitment is focused on South Florida, Hillsborough County, Orange County, and Duval County, larger cities, and more diversity.

## Golden Promise

FIU implemented the Golden Promise in 2018; this is our commitment to entering FTIC with an EFC of \$0 that we will meet 100% of their tuition and fees with grants and scholarship aid. This will help to reduce the amount of loans that these students will have to take out (if any). Students with the Golden Promise can stack this award with funds from Raise.Me or Florida Bright Futures therefore meeting the needs of books and supplies as well. Approximately 1/3 of the incoming freshman class receives the Golden Promise.

## Other Efforts

FIU's Office of Admissions is a prominent fixture in community-based organization events. Staff have hosted free college application workshops, financial aid workshops and college search workshops for: Breakthrough Miami, I Have a Dream, and 5000 Role Models, Inc. and have actively participated in college fairs in the community through the Seminole Tribe of Florida, 100 Black Men of Jacksonville, and the Black Brown College Bound Summit.

The Office also supports the community by engaging with the students at the events such as the Honey Shine, Inc. Hats Off Luncheon. Enrollment Management and Services in partnership with the Office of Admissions also hosts Miami Dade County Public Schools Counselors at the FIU MLK Annual Breakfast. The school counselors in attendance feel like it gives them an opportunity to get to know the faculty, staff and students at a deeper level. It also helps them to understand FIU's commitment to diversity. These school counselors know that FIU doesn't just use "access" as a mission statement, but actually lives "in access" by providing opportunities to a variety of students regardless of their race or ethnicity.

Participation and presentations regarding diversity, equity and access have been presented by FIU Office of Admission staff members at the following professional organization national conferences: National Association for College Admission Counseling's Guiding the Way to Inclusion; College Board's A Dream Deferred.

Participation in Graduate Program "Black Professionals Summit" to educate black and African American professionals about the benefits of a post-baccalaureate education.

### Connect4Success

FIU Connect4Success Program (C4S) is an admissions pathway to increase access and timely completion of the AA and baccalaureate degrees. C4S builds on Florida's 2+2 articulation framework by guaranteeing admission to FIU to students who complete the AA degree within three years at a Florida College System (FCS) institution.

In 2020, FIU and Broward College expanded the C4S pathway to include four AS programs (BC2FIU). Broward College is working with high schools in underserved communities to recruit students into the workforce ready degree that now guarantees admission to four FIU Bachelor's degrees. The innovative pathway caught the attention of a funder, who is supporting BC2FIU students with scholarships.

C4S continues to see higher percentages of Hispanic/Latino and Black or African American students, thus contributing to FIUs overall diverse student enrollment. In Academic Year 2019-2020, 83% of FIU transfer students from Miami Dade College identified as Hispanic/Latino, while 39% of FIU transfer students from Palm Beach State College and 21% from Broward College identified as Black or African American.

### 3. COUNSELING AND STUDENT 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 respect the uniqueness of the students, and embrace the opportunity to provide quality, culturally competent care that reflects our common desire to be respected, valued and welcomed. 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.

For purposes of data collection, Counseling and Health Services visits are considered appointment-based, a direct face-to-face with one or more health care providers of the same specialty at the same date of service. Each single visit may consist of multiple encounters, such as interaction with a Nurse Practitioner, lab work, immunization, and doctor consultation.

Examples:

- a) A student went to an appointment with a provider. During that appointment, a consultation happened, and laboratory was done. This appointment counts as one visit and two encounters (consultation and laboratory).
- b) A student went to an appointment with a Primary Care Provider. The same student had another appointment with a Psych provider within the same month. In that month, this student had 2 visits.

Table 1. SHS Gender by Encounter				
Division	Male	Female	Other	All Encounters
BBC Clinical Services	773	2,342	1	4,451
BBC Healthy Living	698	1,565	21	2,511
MMC Clinical Services	7,518	15,023	6	24,209
MMC Healthy Living	3,317	9,545	78	10,093
<b>Total</b>	<b>12,306</b>	<b>28,475</b>	<b>106</b>	<b>41,264</b>



Table 2. SHS Gender by Percentage\*

Division	Male	Female	Other
BBC Clinical Services	24.81%	75.16%	0.03%
BBC Healthy Living	30.56%	68.52%	0.92%
MMC Clinical Services	33.64%	66.63%	0.03%
MMC Healthy Living	25.63%	73.76%	0.60%
<b>All Divisions Combined</b>	<b>30.10%</b>	<b>69.64%</b>	<b>0.26%</b>

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.

Table 3. SHS Ethnicity by Encounter

Ethnicity	BBC Clinical Services	BBC Healthy Living	MMC Clinical Services	MMC Healthy Living	All Divisions
American Indian	2	4	16	26	48
Asian	375	157	2,260	1,066	3,858
Black	823	500	3,223	1,350	5,896
Hispanic	1,213	1,077	11,059	7,950	21,299
White	532	353	4,506	1,667	7,058
Other	150	135	1,285	559	2,129
Not Reported/ Unknown	21	58	198	322	599
<b>Total</b>	<b>3,116</b>	<b>2,284</b>	<b>22,547</b>	<b>12,940</b>	<b>40,887</b>

Table 4. SHS Ethnicity by Percent

Ethnicity	BBC Clinical Services	BBC Healthy Living	MMC Clinical Services	MMC Healthy Living	All Divisions
American Indian	0.06%	0.18%	0.07%	0.20%	0.12%
Asian	12.03%	6.87%	10.02%	8.24%	9.44%
Black	26.41%	21.89%	14.29%	10.43%	14.42%
Hispanic	38.93%	47.15%	49.05%	61.44%	52.09%
White	17.07%	15.46%	19.98%	12.88%	17.26%
Not Reported / Unknown	0.67%	2.54%	0.88%	2.49%	1.47%
Other	4.81%	5.91%	5.70%	4.32 %	5.21%

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



Table 5. SHS Patient Age by Encounter

Division	Under 18	18 - 25	26 - 35	Over 35
BBC Clinical Services	2	2,073	759	282
BBC Healthy Living	11	1,615	386	272
MMC Clinical Services	31	14,303	6,897	1,316
MMC Healthy Living	33	8,928	3,006	973
<b>Total</b>	<b>77</b>	<b>26,919</b>	<b>11,048</b>	<b>2,843</b>

Table 6. SHS Patient Age by Percentage

Division	Under 18	18 - 25	26 - 35	Over 35
BBC Clinical Services	0.06%	66.53%	28.36%	9.05%
BBC Healthy Living	0.48%	70.71%	16.90%	11.91%
MMC Clinical Services	0.14%	63.44%	30.59%	5.84%
MMC Healthy Living	0.26%	69.00%	23.23%	7.52%
<b>All Divisions Combined</b>	<b>0.19%</b>	<b>65.84%</b>	<b>27.02%</b>	<b>6.95%</b>

The age range of patients seen by the Student Health Clinics and the Healthy Living Program is comparable to the general student population at the two major campuses of FIU.

#### **Counseling and Psychological Services & Victim Empowerment Program (CAPS/VEP)**

CAPS data includes counseling, advocacy and psychological and educational assessments provided to all FIU students. Due to the service delivery model for CAPS, the numbers reflected in this report are for discrete clients served, and not total visits/encounters.

Table 7. Clients Served by Gender, 2018-2019

Gender	Total	Percentage
Male	1026	29.9
Female	2291	66.7
Other	117	3.4
<b>Total</b>	<b>3434</b>	

Table 8. Clients Served by Ethnic Group, 2018-2019

Ethnicity	Total	Percentage
African American / Black	578	16.8
Asian American / Asian	171	5.0
Hispanic / Latino/a	1812	52.7
Native Hawaiian or Pacific Islander	4	0.1
Multi-racial	202	5.9
White	514	15
Self-identify (please specify):	69	2.0
*American Indian/Alaskan Native	9	0.3
<b>Total</b>	<b>3434</b>	

#### 4. CLUB AND INTRAMURAL ATHLETICS<sup>1</sup>

The FIU Intramural Sports program (IM) supports the development of the total student, as adopted by the Department of Recreation Services of the Division of Academic and Student Affairs. Specifically, IM provides opportunities for learning important life skills, to include – leadership, teamwork, sportsmanship, and competitiveness – all which work to increase student success.

Likewise, the Department of Wellness and Recreation Services, in line with the mission of the University and the Division of Academic and Student Affairs, supports healthy lifestyles by providing participatory programs, educational experiences, and related services, to improve the individual's physical fitness and health. Through intramurals, participants learn to introduce physical activity into their daily college life, which may develop life-long, active lifestyle habits.

Overall, the Intramural Sports and Sport Clubs programs saw growth in terms of overall participation, and also specifically in female participation. In regard to Intramural Sports, the increases are attributed to the Greek community managing the Greek Pause in 2017-18 and resuming organizational participation in 2018-19. Additionally, with the completion of the WRC expansion in December 2017 and other facility renovation projects, new activities, such as Indoor Soccer, were added to the program calendar and offered more instances of activities and programs.

The Sport Clubs program saw growth in terms of the overall total number of clubs in the program and female participants and total participation. The increase in female participation is attributed to the addition of female-specific clubs, such as the addition of the Women's Volleyball Club and the addition of co-ed clubs, such as Fencing. Similar to being an attributable factor with Intramural Sports growth, the expansion of the WRC and renovation of certain facility spaces has allowed for increased availability of spaces, and therefore increased opportunities to add new clubs and increased usage and participation by club members.

Table 9. Intramural Athletics

	2014-2015			2017-2018			2018-2019		
		% Of Total	% Change		% Of Total	% Change		% Of Total	% Change
IM Teams									
Female	48	11.06%	17.07%	48	19.83%	33.33%	44	13.71%	-8.33%
Male	325	74.88%	-5.80%	132	54.55%	-31.61%	209	65.11%	58.33%
Co-Rec	61	14.06%	-11.59%	62	25.62%	-44.14%	68	21.18%	9.68%

<sup>1</sup> Report on Sex Equity only.

Total	434		-4.62%	242		-28.82%	321		32.64%
Unique IM Participants									
Female	907	27.87%	21.58%	492	30.79%	-30.80%	532	29.49%	8.13%
Male	2,347	72.13%	0.21%	1,106	69.21%	-35.74%	1,272	70.51%	15.01%
Total	3,254		5.38%	1,598		-34.29%	1,804		12.89%
IM Participants									
Female	1,386	25.47%	23.97%	883	33.25%	-21.23%	913	29.70%	3.40%
Male	4,055	74.53%	2.79%	1,773	66.75%	-42.02%	2,161	70.30%	21.88%
Total	5,441		7.47%	2,656		-36.44%	3,074		15.74%
IM Participations									
Female	4,313	25.18%	17.49%	2,425	30.84%	-24.29%	2,625	27.06%	8.25%
Male	12,817	74.82%	-3.91%	5,439	69.16%	-35.56%	7,077	72.94%	30.12%
Total	17,130		0.71%	7,864		-32.46%	9,702		23.37%
Sport Club Participants	33 Clubs			17 Clubs			23 Clubs		
Female	196	35.70%	34.25%	115	31.00%	-35.03%	152	35.27%	32.17%
Male	353	64.30%	-11.53%	256	69.00%	2.81%	279	64.73%	8.98%
Total	549		0.73%	371		-12.91%	431		16.17%

The Intramural Sports and Sport Clubs program is committed to increase women's participation in sports. To this end, the program will continue hosting instructional clinics. It will also increase awareness and provide program information through social media. Finally, to better align with women's needs and interests, and gain increased participation, data from assessments will continue to serve as a guide for current and future programs. Efforts will be made to promote the Wellness and Recreation Center and its programs to, hopefully, increase our participation rates.

## 5. STUDENT FINANCIAL ASSISTANCE

FIU instituted a new program for low income students in the 2017-2018 Academic Year. Golden Promise guarantees incoming First-Time-in-College Florida Residents with a 0 EFC that 30 credits of tuition and fees would be covered with a combination of federal, state, and institutional scholarships and grants. Renewal requires a 2.0 GPA and completion of 30 credits each academic year inclusive of Summer term. Close to 2,000 2018-2019 entering freshman qualified for the program adding to the 1,400 who continued from 2017-2018 cohort.

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 2017 shows that 86.1% 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 (131%), students receiving state grants (104%), and students receiving institutional grants (150%).

**Table 10. IPEDS: Full-Time, First-time Degree/Certificate Undergraduates Receiving Financial Aid**

	%Receiving					Average \$ Amount			
	Students	Federal Grants	State Grants	Inst.	Loans	Federal Grants	State Grants	Inst.	Loans
2017: National Avg*	84	37.9	38.3	50.3	46	\$4958	\$4250	\$6091	\$6862
2017: FIU Avg**	86.1	49.7	40	75.8	30.51	\$5098	\$2378	\$2530	\$6126
FIU/National Avg	1.02	1.31	1.04	1.50	n/a	1.03	0.56	0.42	n/a
80% Threshold	Yes	Yes	Yes	Yes	n/a	Yes	No	No	n/a

\*Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2017, Student Financial Aid component.

\*\*Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2017.

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 nationally. Institutional grants did not exceed the 80% threshold for average aid as scholarship funding was reduced. State grants did not meet the 80% threshold as changes in the State Scholarship program resulted in fewer students receiving lower amounts. FIU continued to hold tuition to prior year levels with no increases for Undergraduate Students.

6. HOUSING

The Department of Housing and Residential Life at FIU offers residential students a vibrant and diverse living and learning experience. Our diversity statement is as follows:

*The diversity of our residential community takes many forms. It includes differences related to race, ethnicity, national origin, gender, socioeconomic status, sexual orientation, religion, age and ability. We believe that any form of discrimination against any individual or group is a threat to the welfare of the entire community. We are guided by the belief that celebrating diversity enriches and empowers the lives of all people.*

*Therefore, everyone who chooses to live in or visit our residential communities must understand that we will not tolerate any form of bigotry, harassment, intimidation, threat, or abuse, whether verbal or written, physical or psychological, direct or implied.*

We are dedicated to recruiting, hiring, selecting, promoting, and retaining a competent and diverse team that reflects the cultural and personal diversity of the FIU and the Miami community.

Contained in this report is information regarding housing assignment information and residents, and an overview of departmental diversity initiatives and programs.

HOUSING ASSIGNMENTS INFORMATION AND DEMOGRAPHICS

Room assignments are made without regard to race, creed, color, sex, religion, national origin, age, disability, veterans’ or marital status, sexual orientation, gender identity, gender expression, or any other protected group status. FIU Housing makes the following provisions with regards to room assignments: students are assigned to spaces by gender unless they have selected gender inclusive housing; accommodations are made for students with disabilities; and married couples are not permitted to live together in FIU Housing facilities.

We work closely with the Disability Resource Center (DRC) on accommodations for students living in on-campus housing. We also partner with the Fostering Panther Pride program to ensure FIU students who are classified as homeless or from foster homes have a place to live on-campus while completing their studies.

Table 11. Residential Students Demographics				
	FALL 2018		SPRING 2019	
GENDER	COUNT	PERCENT	COUNT	PERCENT
Females	2161	59.00%	2145	58.42%
Males	1445	39.45%	1458	39.71%
Non-Binary/Transgender	57	1.56%	69	1.88%

	FALL 2018		SPRING 2019	
ETHNICITY	COUNT	PERCENT	COUNT	PERCENT
African American	1207	32.95%	1208	32.90%
Asian	156	4.26%	163	4.44%
Hispanic	1267	34.59%	1262	34.37%
Native American	7	0.119%	7	0.19%
Not Reported	159	4.34%	188	5.12%
Other	218	5.95%	219	5.96%
White	649	17.72%	625	17.02%
AGE	COUNT	PERCENT	COUNT	PERCENT
15-17	112	3.06%	23	0.63%
18-20	2503	68.33%	2409	65.60%
21-25	989	27.00%	1171	31.89%
26-30	42	1.15%	53	1.44%
31-over	17	0.46%	16	0.44%
FOSTERING PANTHER PRIDE	COUNT	PERCENT OF POPULATION	COUNT	PERCENT OF POPULATION
	48	1.31%	55	1.50%
STUDENTS REGISTERED WITH THE DRC	COUNT	PERCENT OF POPULATION	COUNT	PERCENT OF POPULATION
	130	3.55%	131	3.57%

## RESIDENTIAL CURRICULUM DIVERSITY INITIATIVES AND HIGHLIGHTS FOR THE 2018-2019 YEAR

The Department of Housing and Residential Life recognizes the essential role diversity plays in being worlds ahead. To this end, we intentionally develop communities where all members can integrate key academic, social, and recreational experiences that inform their diverse being.

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.

During the 2018-2019 academic year, FIU Housing and Residential Life implemented a curricular approach across all residential communities. As defined in the learning goals below, diversity and equity were elements embedded in each of the goals.

### Educational Priority:

As a result, of living on-campus students will be leaders serving the local and global communities.

### Learning Goals:

- **Personal Development** - Residents will engage in self-discovery by exploring their identities, values, and purpose.
- **Community** - Residents will understand and appreciate living in a multi-cultural area where they will grow and communicate across difference, and work towards respect amongst each other.
- **Social Justice** - Residents will become aware of themselves by engaging in social discourse to create inclusive communities, advocate for equity, and immerse themselves in other cultures and belief systems.
- **Global Responsibility** - Residents will participate in a learning environment, where they will reflect on the challenges in all communities, gain skills to advocate for others, and engage globally.

### Strategies:

Residential Life staff were charged with implementing a variety of strategies to meet learning outcomes associated with the above goals. Student staff engaged in structured international interactions to engage students around select scaffolded and sequenced topics around diversity as described below:

- **Personal Development** – individual identities and intersectionality
- **Community** – community identifies and multi-culturalism
- **Social Justice** – inclusivity and equity around diversity
- **Global Responsibility** – advocacy around diversity

For AY 2018-2019, the residential life team engaged over seventy-five percent of our community around these topics.

	Intentional Interactions	Total Residents	Engagement Percentage
Everglades Hall	253	366	69.13%
Lakeview South	186	425	43.76%
Lakeview North	350	358	97.76%
Panther Hall	378	394	95.94%
Parkview Hall	409	594	68.85%
University Apartments	546	563	96.98%
University Towers	282	480	58.75%
<b>Total</b>	<b>2404</b>	<b>3180</b>	<b>75.60%</b>



## 7. STUDENT EMPLOYMENT

FIU offers a significant amount of employment opportunities for our students. In fact, a large portion of our employee population (approximately 30%) is students. A study in the FIU libraries has continued to demonstrate a strong correlation between on-campus jobs and graduation success.

Therefore, this past year, the University has established a Career Ready team to increase structure and formalize student employment opportunities. This program, developed by a multi-disciplinary council from Human Resources, Student Affairs, the Office of Academic and Career Success, the Office of Analysis and Information Management, and the Office of Alumni Affairs offers convenient on-campus job opportunities to our students, provides relevant job experience, and professional development at different levels, which will assist students once they graduate.

The following three tables include the number of student employees at all FIU campuses in the 2018-2019 academic year, based on their gender and ethnicity group. Employment is either through Student Assistant appointment or Federal Work-Study appointment.

Table 12. Total Number of Student Employees by Gender – All FIU Campuses	
Female	2859
Male	1919
<b>Grand Total</b>	<b>4778</b>

Table 13. Total Number of Student Employees by Ethnicity Group - All FIU Campuses	
American Indian or Alaska Native	7
Asian	178
Black or African American	802
Hispanic/Latino	2867
Not Reported	487
Pacific Islander	3
Two or More Races	81
White	353
<b>Grand Total</b>	<b>4778</b>

## 8. EDUCATIONAL AND WORK ENVIRONMENT

Search and screen is the process by which FIU promotes the recruitment of diverse faculty and staff in accordance with the university's Affirmative Action Plan. This process is used primarily in the hiring of full-time faculty and senior-level staff positions. Search committees and hiring managers must familiarize themselves with relevant policies and procedures to ensure equal and open access employment opportunities to all potential applicants. To ensure that search and screen committees prioritize diversity in the recruitment and selection of new employees, the office of Inclusion, Diversity, Equity, & Access (IDEA) provides each committee with a unique charge to ensure a fair and equitable process for all individuals who participate in the search. This practice has facilitated the hiring of underrepresented minorities in full-time faculty and senior-level staff positions across the various academic and business units.

FIU is committed to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of illegal discrimination, including race, color, sex (including gender, gender expression, gender identity, and sexual orientation), pregnancy, religion, age, disability, national origin, marital status, and veteran status. In accordance with this commitment, the office of IDEA provides the following trainings: Title IX and Sexual Harassment, Title VII, Cultural Diversity, Diversity and Work Civility, and Cuddling with Consent. During AY 2018-2019, IDEA has provided these trainings to residential assistants in Housing and Residential Life, student athletes, graduate and research assistants, deans and department chairs, and Facilities staff, among other members of the University community.

The office to Advance, Women, Equity and Diversity (AWED) offers several STRIDE (Strategies and Tactics for Recruitment to Increase Diversity and Excellence) workshops concerning best practices for faculty hiring and for tenure and promotion decisions. All workshops are facilitated by faculty members. The STRIDE committee is made up faculty members from areas such as the College of Law, the Department of Physics, and the Department of Psychology who coordinate the STRIDE workshops each year. AWED offers the following STRIDE workshops:

- **STRIDE HIRING/FACULTY RECRUITMENT WORKSHOP:** Designed to provide background information and concrete advice about practices that make searches more successful (in producing diverse candidate pools and hiring candidates). Attendance is required once every three years for faculty serving on search committees.
- **STRIDE DIVERSITY ADVOCATE WORKSHOP:** One member of each search committee will be recommended by AWED to attend this advanced recruitment workshop.
- **STRIDE HIRING LEADERS WORKSHOP** (Dean and above): This is required for all upper-administration search committee members.

AWED will require the STRIDE Tenure and Promotion Workshop for all College Tenure and Promotion Committee members, Department Chairs, and Deans. They must attend the T&P workshop in 2020-2021 and once every five years. This new requirement will begin in Fall 2020 and will be part of the Tenure and Promotion guidelines. New committee members, department chairs and deans should attend in their first year of appointment.

## PART IV. GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS

Table 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
<b>1. Sports offerings</b>	FIU sponsors eleven Division I sports for women and seven Division I sports for men. Currently, the University sponsor's every women's sport with a championship offered by Conference USA and in addition offers beach volleyball which competes in the Costal Collegiate Sports Association (CCSA). Equitable.	
<b>2. Participation rates, male and female, compared with full-time undergraduate enrollment</b>	The enrollment of female undergraduate students from 2018-19 decreased slightly from 57.40% to 57.02% and female student-athlete participation rate increased at a higher rate from 51.3% to 53.20% in 2018-2019. A significant decrease in gap with 3.82% difference.	√
<b>3. Availability of facilities, defined as locker room, practice, and competitive facilities</b>	The Ocean Bank Convocation Center provides locker room facilities for women's and men's basketball (identical), women's and men's soccer (identical), volleyball, beach volleyball, and women's track and field. The department continues with the plans on an ongoing basis to improve facilities for our student-athletes. The new building was completed January 2019 for a new home of our softball program. The building is adjacent to our softball stadium (first base line) and women's short course golf area and has a locker room, lounge, coach offices, a training room, and public restrooms. The renovation of the building that houses our tennis and golf teams was also completed January 2019. All programs train and compete in equitable facilities.	
<b>4. Scholarship offerings for athletes</b>	FIU provides the maximum NCAA permissible scholarships for each of our women's sports. Equitable.	
<b>5. Funds allocated for:</b>		
<b>a) the athletic program as a whole</b>	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 and nationally. Equitable.	
<b>b) administration</b>	Funds allocated for administrators continue to be comparable and without regard to gender. Equitable.	
<b>c) travel and per diem allowances</b>	Travel allocations are provided in an equitable manner. Per diem is allocated as per the Florida 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 or preference of the coach. The sport programs have funds allocated to ensure safety in travel and an equitable student-athlete experience. Equitable.	
<b>d) recruitment</b>	Funds allocated for recruiting are treated equitably among sport programs and line items in a budget can be adjusted taking into consideration differences that may fluctuate year to year. All programs have successfully recruited, regionally, nationally and internationally. Equitable.	
<b>e) comparable coaching</b>	Experience and number of coaches available in women's programs are comparable to their male counterparts. Equitable.	
<b>f) publicity and promotion</b>	The marketing and promotion of our sports programs is equitable 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. Video programming Panther Talk features weekly shows including student-athletes across all 18 sports. Twitter accounts were added in order to ensure all sports are equitably represented. Promotional materials (i.e., posters, schedule cards) are equitable among like sports. Equitable.	
<b>g) other support costs</b>	Student-athlete development programming opportunities are provided for all sport programs in an equitable manner. All sport programs are assigned an operations coordinator to assist with the program including travel, team meals, recruiting logistics etc. Equitable.	
<b>6. Provision of equipment and supplies</b>	Each sport is provided with the equipment and supplies necessary to compete in an equitable manner. Budget is determined by roster size, condition of current equipment, and replacement needs. Adjustments are made to the extent possible and accordingly. Results from experience surveys indicate student-athletes from all sports regardless of gender want more practice and training gear. We will continue efforts to enhance opportunities through our Adidas partnership. Equitable.	
<b>7. Scheduling of games and practice times</b>	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 in an equitable manner between the coaching staffs. Equitable.	
<b>8. Opportunities to receive tutoring</b>	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 through their academic coordinator. Equitable.	
<b>9. Compensation of coaches and tutors</b>	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. Equitable.	
<b>10. Medical and training services</b>	Each sport is assigned a Certified Athletic Trainer (ATC), and women's and men's teams have equal access to the training room facilities and ATC's. We have a partnership with Baptist South Florida and provide second-to-none quality physicians and surgeons for all our student-athlete medical needs. All student-athletes have equal access to treatment, referrals, rehabilitation, and any medical care needed. Equitable.	
<b>11. Housing and dining facilities and services</b>	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. Equitable.	

Table 2. Sex Equity in Athletics - Areas for Improvement		
Areas for improvement	Program for improvement	Timetable
Participation rates, male and female, compared with full-time undergraduate enrollment	Although the female participation rates are lower than female undergraduate enrollment. The enrollment of female undergraduate students from 2018-19 decreased slightly from 57.40% to 57.02% and female student-athlete participation rate increased at a higher rate from 51.3% to 53.20% in 2018-2019. A significant decrease in gap with 3.82% difference.	FIU has discontinued the men's indoor track program effective spring 2020 which will also help narrow the participation gap.
Significant differences exist between the baseball and softball facilities. For example, the baseball facility has an impressive façade and the softball facility does not. Softball facility lacks concessions, videoboard, suites and indoor batting cage. Additionally, the batting cage, windscreens and fencing needs repairs.	<p>Repair/replace fencing, windscreens, and outdoor batting cage to provide optimal conditions for practicing.</p> <p>Secure an architect to create a concept design plan and provide pricing estimate to create façade and entrance, build a concession stand, add videoboard, create indoor batting space and suite to enhance the softball facility.</p> <p>Design and build a new façade/entrance and concession area to enhance the entrance and amenities to the softball facility.</p> <p>Installation of videoboard display at the softball facility.</p> <p>Design and build an additional batting cage space (indoor) and suite for the softball program. *</p>	<p>June 30, 2020</p> <p>*June 30, 2021</p>

Table 3. Student Athletes by Gender, 2018-19

	Male	Female	Total
Number	239	272	511
Percent of Total	46.80%	53.20%	100%

## PART V. EMPLOYMENT REPRESENTATION

Table 1. Category Representation – Tenured Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	9	25	1	120	68	1	308	0	0	171	361	532
Number, Fall 2018	8	26	1	114	65	1	295	0	0	158	352	510
1YR Percentage Change	13%	-4%	0%	5%	5%	0%	4%	N/A	N/A	8%	3%	4%
Number, Fall 2014	10	29	2	97	65	0	281	0	0	152	332	484
5YR Percentage Change	-10%	-14%	-50%	24%	5%	N/A	10%	N/A	N/A	13%	9%	10%
Area for improvement, compared with national standards? (Check if yes)												

**Source:** IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

As of Fall 2019, the number of tenured faculty increased by 22, a 4% increase from the previous year and a 10% increase from AY 2013-2014. Consistent with the past few years, FIU has seen an increase in the number of tenured female faculty, with an 8% increase from Fall 2018 and a 13% increase from Fall 2014. This is in large part to the efforts of AWED as well as a continued focus on recruiting female faculty members, who currently make up 32% of all tenured faculty. Male faculty members also experienced a 3% increase from Fall 2018 to Fall 2019. The largest increase in tenured faculty came from the Non-Resident Alien (13%), Hispanic (5%) and Asian (5%) racial/ethnic groups. The only decrease came from Black faculty members, where there was a 4% decrease reflected by 1 less faculty member compared to Fall 2018. This also represents a 14% decrease from Fall 2014. Coupled with the Faculty Mentoring Program and the Equity Action Initiative, we hope to remedy the decline in tenured Black faculty and other underrepresented groups.



Table 2. Category Representation – Tenure-Track Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	33	11	2	26	16	0	89	0	0	78	99	177
Number, Fall 2018	34	8	2	33	18	0	107	0	0	89	113	202
1YR Percentage Change	-3%	38%	0%	-21%	-11%	N/A	-17%	N/A	N/A	-12%	-12%	-12%
Number, Fall 2014	46	7	2	36	19	0	130	0	0	104	136	240
5YR Percentage Change	-28%	57%	0%	-28%	-16%	N/A	-32%	N/A	N/A	-25%	-27%	-26%
Area for improvement, compared with national standards? (Check if yes)												

**Source:** IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Similar to the previous report, there continues to be an overall decline in tenure-track faculty across the University. There was a 12% decrease in the number of female and male tenure-track faculty, which reflected the 12% decrease in total number of tenure-track faculty. This may be attributed in part to voluntary attrition or adequate faculty development opportunities. Across the various racial and ethnic groups, the largest decreases were seen among the Asian (21%) and White (17%) faculty members. There was a notable increase in the percentage of Black tenure-track faculty members of 38%. This further represents a 57% increase from Fall 2014. The Office of Faculty Leadership and Success (FLS) aims to increase faculty development programs working closely with the United Faculty of Florida and the Office to Advance Women, Equity and Diversity (AWED). Some programs offered by these offices include a Faculty Mentor Program, which pairs a junior tenure track faculty with a senior tenured faculty to provide them with support and guidance in managing their time in order to assist tenure-track faculty as they work towards the attainment of tenure. FIU ADVANCE is a program spearheaded by AWED which seeks to attract, recruit, retain and promote underrepresented disciplines to better reflect the demographics of the FIU student body. The Office of Faculty Leadership and Success also established the Faculty Development Fund which provides funds for faculty travel and other professional development opportunities.

Table 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	47	49	3	42	203	0	294	9	0	335	312	647
Number, Fall 2018	39	45	2	34	173	0	258	8	0	297	262	559
1YR Percentage Change	21%	9%	50%	24%	17%	N/A	14%	13%	N/A	13%	19%	16%
Number, Fall 2014	37	40	0	25	122	0	257	3	0	259	225	484
5YR Percentage Change	27%	23%	N/A	68%	66%	N/A	14%	200%	N/A	29%	39%	34%
Area for improvement, compared with national standards? (Check if yes)												

**Source:** IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

There were 647 non-tenure earning faculty members at FIU as of Fall 2019. This reflected a growth of 88 total faculty members, which was a 16% increase compared with Fall 2018. Compared to Fall 2018, there was a 13% increase in non-tenure earning female faculty members and a 19% increase in male non-tenure earning faculty members. Females made up 51.78% of total non-tenure earning faculty, which is a change from Fall 2018 where female faculty members comprised 53.13% of this category. There was a consistent increase among the various racial and ethnic groups in the total number of non-tenure earning faculty. The greatest increase was seen among American Indian/Alaskan Native (50%), Asian (24%), and Non-Resident Aliens (21%) faculty members. The Office of the Provost Planning and Finance has centralized the hiring of foreign nationals in recent years providing faculty and departments/colleges with the resources and support to ensure more timely visa applications and reverifications of work authorization allowing faculty to focus on their professional development and faculty career goals. There was no representation of Native Hawaiian/Other Pacific Islander in this group.

Table 4. Category Representation- Executive/Administrative/Managerial

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	3	118	1	37	499	0	302	9	0	597	372	969
Number, Fall 2018	2	117	1	36	470	0	308	7	0	575	366	941
1YR Percentage Change	50%	1%	0%	3%	6%	N/A	-2%	29%	N/A	4%	2%	3%
Number, Fall 2014	12	99	2	32	364	0	341	4	0	511	343	854
5YR Percentage Change	-75%	19%	-50%	16%	37%	N/A	-11%	125%	N/A	17%	8%	13%
Area for improvement, compared with national standards? (Check if yes)												
<b>Source:</b> IPEDS Fall Staff, IPEDS Human Resources Data.												
IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.												
IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.												

There has been a recent increase of 4% in number of female representation in Executive/ Administrative/Managerial employees at FIU. In Fall 2019, females represented 61.6% of Executive/Administrative/Managerial employees, which was an increase from the 61.1% figure of the previous year.

All racial and ethnic groups experienced a percentage increase compared to Fall 2018; the only exception to this trend was in the White racial group, which saw a slight decrease of 2% from the previous year. The most significant percentage increases were among Non-Resident Aliens (50%) and those who identified with Two or More races (29%); the largest total number increase was seen among Hispanics (29). These increases can be attributed to the University providing various opportunities for the executive/administrative/managerial career development for faculty, including partnering with Lynda courses and LinkedIn Learning; these provide FIU faculty, staff and students access to an online video library that features business, software, technology and creative skills. One of those in-house resources includes the FIU's Chair Advisory Council which defines the role of the chair as a chief executive officer and promotes institutional awareness, and shared mission and purpose, while giving them a platform to discuss issues and ideas related to departmental governance and management. Our Office of Faculty Leadership and Success in collaboration with the Office of the General Counsel has also initiated a series of Chair Tools of the Trade workshops which address different aspects of the chair responsibilities. These workshops often employ engaging case study scenarios which guide chairs on how to appropriately mitigate conflict and promote compliance with university policies and procedures. The Office of Faculty Leadership and Success will also initiate its inaugural Chair Leadership Development Program for academic year 2020-2021.

## PART VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year)
<p><u>Targeted Goals</u></p> <ul style="list-style-type: none"> <li>• To assess the impact of UGS requirements for funding allocation related activities targeted to the recruitment of underrepresented minority students.</li> <li>• To increase by 10% the number of underrepresented doctoral students that are supported by internal and external grants and fellowships.</li> <li>• To increase the proportion of research doctorates awarded to Black students by 2% each year so that by 2020 Black students will represent 9% of research doctorates awarded.</li> <li>• To increase the proportion of research doctorates awarded to Hispanic students by 3% each year so that by 2020 Hispanic students will represent 27% of research doctorates awarded.</li> </ul>	<p><u>Commentary</u></p> <p>In previous years we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs, specifically STEM.</p> <ul style="list-style-type: none"> <li>• The previous aim was to increase the proportion of doctoral degrees awarded to Hispanic students. That aim was met, as reflected in the increase of the percentage of the total number of doctoral graduates, from 17% in AY 2017-2018 to 21.4% in AY 2018-2019. Of specific note, is the percentage of the increase for Hispanic female doctoral graduates, from 7.5% of the total in AY 2017-2018 to 12.09% of the total in AY 2018-2019.</li> <li>• There was a decrease in the percentage of the total doctoral degrees awarded to Black students. The change was from 7.5% of the total in AY 2017-2018 to 5.12% of the total in AY 2018-2019. This is a downward trend from the previous year where there was an increase from 6.53% in AY 2016-2017 to 7.5% in AY 2017-2018. This is an area where we need to implement initiatives that can better move us toward the aim of increasing the representation of Black doctoral awardees.</li> </ul>

Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)
The female participation rate continues to trend on par with the female undergraduate enrollment rate although the difference remains slightly greater than the allowable 3-5% difference. In 2018-19 the student-athlete male participation rate decreased while the female participation rates increased significantly, dropping the gap to a program low gap of 3.82%. 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.	Our women's programs continue to thrive, led by our swimming and diving program which won its sixth consecutive Conference USA Championship in 2020. The dominant performance by the swimming and diving team scored 1,044.50 total points, the highest score in C-USA history. The Panthers produced eight individual event champions and won all five relays at the meet. The FIU Swimming and Diving team became the first program in Conference USA history to win six consecutive postseason championships in any sport.

Areas for Improvement Pertaining to Employment Identified (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
We hope to address the decline in tenure track faculty with various faculty development and mentoring initiatives led by the newly established Office of Faculty Leadership and Success and Office to Advance Women, Equity and Diversity (AWED). The Office of Faculty Leadership and Success (FLS) aims to increase faculty development programs working closely with the United Faculty of Florida and the AWED. Some programs offered by these offices include a Faculty Mentor Program, which pairs a junior tenure track faculty with a senior tenured faculty to provide them with support and guidance in managing their time in order to assist tenure-track faculty as they work towards the attainment of tenure. FIU ADVANCE is a program spearheaded by AWED which seeks to attract, recruit, retain and promote underrepresented disciplines to better reflect the demographics of the FIU student body. The Office of Faculty Leadership and Success also established the Faculty Development Fund	<p>FIU was named a "Great College to Work For" in 2019 according to a new survey by The Great Colleges to Work For program! FIU was recognized for creating an exceptional work environment with Honor Roll status. "Great Colleges to Work For" is one of the largest and most respected workplace-recognition programs in the country, which acknowledges colleges and universities that earn top ratings from their employees on workforce practices and policies. FIU is one of only two universities in the nation and the only one in Florida to earn recognition in all 12 categories of the survey. This is the fifth time we have been recognized and the second time the university received recognition in all 12 categories. The categories are as follows:</p> <ul style="list-style-type: none"> <li>• Collaborative Governance</li> <li>• Professional/Career Development</li> <li>• Compensation and Benefits</li> </ul>

which provides funds for faculty travel and other professional development opportunities.

- Respect and Appreciation
- Confidence in Senior Leadership
- Supervisor/Department Chair Relationship
- Diversity
- Teaching Environment (Faculty Only)
- Facilities, Workspace and Security
- Tenure Clarity and Process (Faculty Only/4-yr Only)
- Job Satisfaction
- Work/Life Balance

## PART VII. PROTECTED-REPRESENTATION IN THE TENURE PROCESS, AY 2018-2019

Table 1. Protected-Class Representation in the Tenure Process, 2018-2019

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	9	0	0	0	9
Black or African American	1	0	0	0	1
Hispanic	3	0	0	0	3
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	0	1	0	13
Other, Not Reported	0	0	0	0	0
<b>Total Male (Include Other, Not Reported)</b>	<b>27</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>26</b>
<b>FEMALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	0	0	1
Black or African American	0	0	0	0	0
Hispanic	2	0	0	0	2
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	1	0	0	11
Other, Not Reported	0	0	0	0	0
<b>Total Female (Number and Percent) (Include Other, Not Reported)</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>GRAND TOTAL</b>	<b>42</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>40</b>
<b>LEGEND:</b>					
<b>APPLIED:</b> Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).					
<b>WITHDRAWN:</b> Faculty who withdrew from tenure consideration after applying for review.					
<b>DENIED:</b> Faculty for whom tenure was denied during the review process.					
<b>DEFERRED:</b> Faculty who were granted an extension to re-apply for tenure in their terminal year.					
<b>NOMINATED:</b> Faculty for whom tenure is being recommended by the University					

## PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION, AY 2018-2019

Table 1: Promotion and Tenure Committee Composition, AY 2018-2019

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
No University-wide Committee																	0	0
College of Architecture + The Arts (CARTA)	0	0	0	0	1	0	0	0	3	0	0	0	1	5	0	0	5	5
Art + Art History (CARTA)	0	0	0	0	1	0	0	0	0	1	0	0	3	3	0	0	4	4
Architecture (CARTA)	0	0	0	0	0	0	0	0	3	1	0	0	4	2	0	0	7	3
Communication (CARTA)	0	0	0	0	0	2	0	0	0	1	0	0	1	2	0	0	1	5
Music (CARTA)	0	0	0	0	0	0	0	0	2	0	0	0	5	1	0	0	7	1
Theater (CARTA)	0	0	0	0	0	0	0	0	1	0	0	0	3	1	0	0	4	1
College of Arts, Science and Education (CASE)	0	0	0	0	0	1	0	0	1	0	0	0	5	3	0	0	6	4
Biology (CASE)	0	1	0	0	2	1	0	0	6	5	0	0	22	16	0	0	30	23
Counseling, Recreational and School Psychology (CASE)	1	0	0	0	1	3	0	0	1	2	0	0	4	3	0	0	7	8
Earth and Environment (CASE)	1	0	0	0	6	2	0	0	3	1	0	0	13	6	0	0	23	9
English (CASE)	0	5	0	1	0	1	0	0	1	3	0	0	29	20	0	0	30	30
Leadership and Professional Studies (CASE)	0	0	0	0	1	2	0	0	0	1	0	0	4	3	0	0	5	6



Mathematics and Statistics (CASE)	3	0	0	0	10	4	0	0	1	0	0	0	10	1	0	0	24	5
Philosophy (CASE)	0	1	0	0	0	0	0	0	0	0	0	0	4	3	0	0	4	4
Physics (CASE)	0	0	0	0	8	0	0	0	1	0	0	0	12	4	0	0	21	4
Psychology (CASE)	0	1	0	0	1	0	0	0	1	1	0	0	10	7	0	0	12	9
Teaching and Learning (CASE)	0	1	0	0	1	1	0	0	0	2	0	0	5	5	0	0	6	9
College of Business (COB)	0	0	0	0	4	0	0	0	0	0	0	0	0	1	0	0	4	1
School of Accounting (COB)	0	1	0	0	4	1	0	0	0	0	0	0	1	0	0	0	5	2
Global Leadership and Management (COB)	0	0	0	0	1	0	0	0	2	1	0	0	1	0	0	0	4	1
Marketing (COB)	1	0	0	0	1	0	0	0	0	1	0	0	5	1	0	0	7	2
Finance (COB)	0	0	0	0	5	2	0	0	0	0	0	0	3	1	0	0	8	3
School of Real Estate (COB)	0	0	0	0	2	0	0	0	0	0	0	0	3	0	0	0	5	0
Management & International Business (COB)	1	0	0	0	3	0	0	0	3	1	0	0	3	3	0	0	10	4
College of Engineering and Computing (CEC)	0	0	0	0	5	0	0	0	0	0	0	0	3	1	0	0	8	1
Civil and Environmental Engineering (CEC)	0	0	0	0	6	2	0	0	0	0	0	0	0	1	0	0	6	3
Mechanical and Material Engineering (CEC)	1	0	0	0	4	1	0	0	0	0	0	0	6	1	0	0	11	2
Electrical and Computer Engineering (CEC)	0	0	0	0	7	0	0	0	2	0	0	0	7	0	0	0	16	0
Biomedical Engineering (CEC)	0	0	0	0	4	1	0	0	0	0	0	0	2	1	0	0	6	2

Computer Information Sciences (CEC)	2	1	0	0	14	2	0	0	5	2	0	0	14	5	0	0	35	10
College of Medicine (COM)	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0
Psychiatry (COM)	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
School of International and Public Affairs (SIPA)	0	0	0	0	0	2	0	0	0	2	0	0	3	3	0	0	3	7
Criminal Justice (SIPA)	0	0	0	0	0	1	0	0	2	0	0	0	4	3	0	0	6	4
Economics (SIPA)	0	0	0	0	2	0	0	0	1	0	0	0	5	2	0	0	8	2
Global and Sociocultural Studies (SIPA)	2	1	0	0	1	0	0	0	2	0	0	0	10	4	0	0	15	5
Modern Languages (SIPA)	1	0	0	0	0	0	0	0	4	3	0	0	1	3	0	0	6	6
Politics & International Relations (SIPA)	0	2	0	0	2	2	0	0	5	2	0	0	16	6	0	0	23	12
Public Policy and Administration (SIPA)	0	0	0	0	3	0	0	0	1	0	0	0	2	2	0	0	6	2
Religious Studies (SIPA)	1	2	0	0	1	1	0	0	7	4	0	0	22	6	0	0	31	13
College of Public Health and Social Work (PHSW)	0	1	0	1	3	0	0	0	1	0	0	0	2	1	0	0	6	3
Dietetics and Nutrition (PHSW)	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	3
Biostatistics (PHSW)	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3	0
Environmental Health Sciences (PHSW)	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	3	0
Health Policy and Management (PHSW)	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
College of LAW	2	1	0	0	0	1	0	0	3	2	0	0	7	5	0	0	12	9

## PART IX. OTHER REQUIREMENTS

### A. Budgetary Incentive Plan

FIU is committed to allocating funds to recruit and retain a diverse workforce and student population. The President and the Provost support the office of Inclusion, Diversity, Equity and Access (IDEA) and the office to Advance Women, Equity and Diversity (AWED) to serve a diverse community and promote a *Worlds Ahead* mentality. The University prioritizes professional development opportunities for students and employees in support of diversity, equity, and inclusion. This includes hosting events, such as the annual Diversity Week which celebrates the diversity of the FIU Community and includes programming and keynote speakers that highlight underrepresented minorities, a focus on diversity awareness, and opportunities at FIU.

AWED aims to achieve and sustain faculty equity and diversity as an essential element of FIU's academic excellence. AWED provides stipends to 10-12 faculty members to conduct faculty workshops on best practices in hiring as part of the STRIDE program. This includes bystander leadership facilitators. FIU's Diversity Mentor Professor Program is a special initiative to recruit multiple excellent STEM faculty to FIU who have a history of and commitment to the mentorship of women and underrepresented minority students in STEM, particularly Hispanic-American and African American students. Diversity Mentor Professors participate in FIU's NSF-funded ADVANCE Institutional Transformation Projects that focus on increasing faculty diversity and inclusion, mentoring, advocacy, and leadership activities. Two faculty members were designated as Diversity Mentor Professors as part of this program during Fall 2018.

Through the annual FIU Service and Recognition Awards, distinguished faculty, staff and administrators are honored and recognized for their outstanding achievements and years of service. The President's Access and Equity Award is presented to individuals who demonstrate a commitment to the spirit of diversity through participation in extracurricular activities and/or formal or informal initiatives at the institutional, community, state, regional, or national level, shown leadership through positive interaction among persons of different cultural backgrounds, and behavior which illustrates commitment to inclusion of persons within the institution who are members of traditionally underrepresented groups. The 2019 recipient was Dr. Sonja Montas-Hunter, Assistant Vice Provost of Student Access and Success.

### 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 for approval. Claudia Puig, Chair of the BOT, led the discussion on the President's Management Review during AY 2018-2019.

Below is the link to minutes from the April 2020 FIU BOT Meeting that reflect President Rosenberg's "Superior" performance rating.

[https://bot.fiu.edu/wp-content/uploads/sites/27/2020/07/APPROVED\\_Governance-Cmte-Mtg-Minutes\\_4.21.20\\_CBC\\_PLH.pdf](https://bot.fiu.edu/wp-content/uploads/sites/27/2020/07/APPROVED_Governance-Cmte-Mtg-Minutes_4.21.20_CBC_PLH.pdf)

## 2020 EQUITY REPORT CONTRIBUTORS

Special thanks to the following individuals for their contributions to the 2020 Equity Report:

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