



FLORIDA INTERNATIONAL UNIVERSITY

BOARD OF TRUSTEES

GOVERNANCE COMMITTEE

Wednesday, September 18, 2019

12:00 p.m. **approximate start time*

Florida International University

Modesto A. Maidique Campus

MARC 290, Earlene and Albert Dotson Pavilion

Committee Membership:

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

AGENDA

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1. Call to Order and Chair's Remarks | Claudia Puig |
| 2. Approval of Minutes | Claudia Puig |
| 3. Action Items | |
| G1. Revisions to Florida International University Annual Accountability Plan, 2019 | Kenneth G. Furton |
| G2. Ratification of the revised 2018-2021 Collective Bargaining Agreement between the Florida International University Board of Trustees and the United Faculty of Florida - FIU Chapter | Kenneth G. Furton |
| G3. 2019 Florida Educational Equity Act Report | Shirlyon J. McWhorter |
| 4. New Business <i>(If Any)</i> | Claudia Puig |
| 5. Concluding Remarks and Adjournment | Claudia Puig |

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FIU Board of Trustees Governance Committee Meeting

Time: September 18, 2019 12:00 PM - 1:00 PM EDT

Location: FIU, Modesto A. Maidique Campus, MARC 290, Earlene and Albert Dotson Pavilion

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Governance Committee
September 5, 2019

Subject: Approval of Minutes of Meeting held June 19, 2019

Proposed Committee Action:

Approval of Minutes of the Governance Committee meeting held on Wednesday, June 19, 2019 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

Background Information:

Committee members will review and approve the Minutes of the Governance Committee meeting held on Wednesday, June 19, 2019 at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

Supporting Documentation: Minutes: Governance Committee Meeting: June 19, 2019

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

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
GOVERNANCE COMMITTEE
MINUTES
JUNE 19, 2019**

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 Wednesday, June 19, 2019 at 12:56 p.m. at the FIU, Modesto A. Maidique Campus, Graham Center Ballrooms.

Deputy General Counsel Liz Marston 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*; Cesar L. Alvarez; Leonard Boord; Gerald C. Grant, Jr.; and Justo L. Pozo.

Trustees Dean C. Colson, Michael G. Joseph, Natasha Lowell, Joerg Reinhold, Sabrina L. Rosell, Marc D. Sarnoff, and Rogelio Tovar and University President Mark B. Rosenberg were also in attendance.

Board Chair Puig welcomed all Trustees and University faculty and staff to the meeting.

2. Approval of Minutes

Board Chair Puig asked if there were any additions or corrections to the minutes of the Governance Committee meeting held on April 18, 2019. A motion was made and unanimously passed to approve the minutes of the Governance Committee meeting held on Thursday, April 18, 2019.

3. Action Items

G1. Direct Support Organizations Board Appointments

Senior Vice President for University Advancement Howard R. Lipman presented for the Committee's review the new Director and renewal of existing Director appointments to the FIU Foundation, Inc. Board of Directors. He described the Foundation Board's nomination process, adding that discussions with the Office of the General Counsel and the Division of Human Resources are in progress in terms of the implementation of a minimum Level 1 background check for current Directors.

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

G2. Amendments to Employment Agreement for President Mark B. Rosenberg, for 2020-2021 Term

Board Chair Puig explained that, pursuant to the President's current employment agreement, which continues until August 3, 2020, a contract extension must be formalized in an agreement by no later than October 1, 2019. Board 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 fourth term, from 2020-2021. Chair Puig added that, if approved by the Committee and the full Board, she would enter into a contract extension with the President on the terms set forth in the Term Sheet and noted that the President's consideration for reappointment would then be submitted to the Florida Board of Governors for final approval.

At the request of Chair Puig, Deputy General Counsel Marston reviewed the Term Sheet, pointing out that there are no proposed changes to a number of the contractual terms. She then summarized the key proposed changes and provisions, which related to an additional one (1) year extension from August 3, 2020 to August 3, 2021, an increase in the potential annual incentive bonus amount from \$100,000 to \$150,000 awardable beginning in 2019-20 and thereafter, and an added retention bonus of \$50,000 which will be earned as of August 3, 2021 provided that the President is employed in good standing on that date.

In response to Trustee Leonard Boord's inquiry, Senior Vice President of Administration and Chief Financial Officer Kenneth A. Jessell explained that, upon approval of the proposed changes, the President's complete compensation package amount will potentially total approximately \$1.15M, noting that this is inclusive of salary, benefits, and possible bonuses. In response to Trustee Jose J. Armas' inquiry, Sr. VP and CFO Jessell indicated that the State University System of Florida (SUS) compiles an annual salary survey and then provided a comparison of the compensation packages for a number of SUS presidents.

A motion was made and unanimously passed that the FIU Board of Trustees Governance Committee recommend to the FIU Board of Trustees (i) approval of amendments to the employment agreement for President Mark B. Rosenberg for the 2020-2021 Term, as described in the Term Sheet, 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 the Term Sheet.

4. New Business

Trustee Cesar L. Alvarez stated that, at a future meeting, the Board should engage with the President in order to discuss his plans for future contract extensions.

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 Wednesday, June 19, 2019 at 1:12 p.m.

There were no Trustee requests.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Governance Committee
September 5, 2019

Subject: Revisions to Florida International University Annual Accountability Plan, 2019

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees (1) approve the revisions to Florida International University's Annual Accountability Plan as provided in the Board materials and (2) delegate authority to the University President to perform finish editing as needed and to amend consistent with comments received from the Board of Governors (BOG).

Background Information:

The BOG reviewed the 2019 university accountability plans at their June 2019 meetings. The revisions to FIU's 2019 Accountability Plan incorporate comments received from the BOG as part of the review process.

Florida Board of Governors Regulation 2.002, University Accountability Plans, provides, in relevant part, that (2) each university's accountability plan shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs; and (3) each board of trustees shall prepare an accountability plan and submit updates on an annual basis for consideration by the Board of Governors. The accountability plan shall outline the university's top priorities, strategic directions, and specific actions for achieving those priorities, as well as progress towards previously approved institutional and System-wide goals.

This document may require finish editing or necessary updates. Additionally, the BOG may require changes to the annual report. Therefore, a delegation of authority to the University President to make changes as necessary is being requested.

Supporting Documentation: Summary of FIU 2019 Accountability Plan Revisions

Facilitator/Presenter: Kenneth G. Furton

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Summary of FIU 2019 Accountability Plan Revisions

The FIU 2019 Accountability Plan was presented at the April 18th, 2019 BOT meeting. This is a summary of the revisions requested by the Board of Governors at the June 11, 2019 BOG meeting. In all cases, the proposed goals are now the same as the previous year's approved goals.

Below are the updated goals in red for Performance Based Funding Metrics 1, 2, 6, 7 and 8:

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	70.9	68.6	69.0	67.9	68.2	.	.	.	.
APPROVED GOALS	.	.	69.5	69.5	69.5	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	70	70	70	70

2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	36,200	37,400	38,800	39,300	38,800	.	.	.	.
APPROVED GOALS	.	.	37,000	39,450	39,500	40,000	40,500	41,000	.
PROPOSED GOALS	.	.	.	.	.	40,000	40,500	41,000	41,000

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46.1	46.9	47.7	48.9	46.3	.	.	.	.
APPROVED GOALS	.	.	48	48	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	49	50	50	50

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2019	FALL 2020
ACTUAL	51.0	51.1	51.4	50.4	52.0	.	.	.	.
APPROVED GOALS	.	.	52	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	50	50	50	50

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	52.4	54.1	58.7	59.6	56.2	.	.	.	.
APPROVED GOALS	.	.	56	58	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	58	59	60	60

These are the updated goals for Preeminence Metrics 3, 6, and 10:

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

3. Freshman Retention Rate [Full-time students]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	84	88	88	89	90.2	.	.	.	.
APPROVED GOALS	.	.	.	.	91	92	92.5	93	.
PROPOSED GOALS	.	.	.	.	.	92	92.5	93	94

6. Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	107	125	134	146	166	.	.	.	.
APPROVED GOALS	.	.	130	138	186	195	207	219	.
PROPOSED GOALS	.	.	.	.	.	195	207	219	219

10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	257	327	327	373	404	.	.	.	.
APPROVED GOALS	.	.	326	337	403	438	473	540	.
PROPOSED GOALS	.	.	.	.	.	438	473	540	540

An additional revision was made after the June BOG meeting to correct a typo made by the BOG staff. This correction only applied to the Graduate Degrees Awarded for 2017-18, which was 3,690 but transposed to read 3,960.

These proposed goals were also revised to the previously approved goals with a new projection for 2021-22. **As changes to this metric were made after the BOT and BOG meetings, the BOG is requesting that the changes be resubmitted to the Board of Trustees for final vote and approval.**

Below are the revised numbers:

KEY PERFORMANCE INDICATORS (CONTINUED)									
Teaching & Learning Metrics									
Graduate Degrees Awarded [First Majors Only]									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3,610	3,684	3,605	3,730	3,690	.	.	.	.
APPROVED GOALS	.	.	3,597	3,630	3,745	3,761	3,776	3,791	.
PROPOSED GOALS	.	.	.	.	.	3,761	3,776	3,791	3,806

Appendix

The following tables show the old (original) values submitted prior to the requested BOG revisions and are *included for reference only*. These reflect the original goals for Performance Based Funding Metrics 1, 2, 6, 7 and 8:

PERFORMANCE BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	70.9	68.6	69.0	67.9	68.2	.	.	.	.
APPROVED GOALS	.	.	69.5	69.5	69.5	70	70	70	.
PROPOSED GOALS	.	.	.	.	.	68.5	69	70	70

2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	36,200	37,400	38,800	39,300	38,800	.	.	.	.
APPROVED GOALS	.	.	37,000	39,450	39,500	40,000	40,500	41,000	.
PROPOSED GOALS	.	.	.	.	.	38,900	39,100	39,403	39,708

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	46.1	46.9	47.7	48.9	46.3	.	.	.	.
APPROVED GOALS	.	.	48	48	48	49	50	50	.
PROPOSED GOALS	.	.	.	.	.	45	46	48	50

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	51.0	51.1	51.4	50.4	52.0	.	.	.	.
APPROVED GOALS	.	.	52	50	50	50	50	50	.
PROPOSED GOALS	.	.	.	.	.	49	50	50	50

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	52.4	54.1	58.7	59.6	56.2	.	.	.	.
APPROVED GOALS	.	.	56	58	57	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	56.5	57.5	58.5	60

Original goals for Preeminence Metrics 3, 6, and 10:

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

6. Science & Engineering Research Expenditures (\$M)									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	107	125	134	146	166	.	.	.	.
APPROVED GOALS	.	.	130	138	186	195	207	219	.
PROPOSED GOALS	.	.	.	.	.	173	185	198	212

3. Freshman Retention Rate [Full-time students]									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
IPEDS	84	88	88	89	90.2	.	.	.	.
BOARD OF GOVERNORS	84	87	88	89	90.2	.	.	.	.
APPROVED GOALS	.	.	.	.	91	92	92.5	93	.
PROPOSED GOALS	.	.	.	.	.	91	92	93	94

10. Doctoral Degrees Awarded Annually									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	257	327	327	373	404	.	.	.	.
APPROVED GOALS	.	.	326	337	403	438	473	540	.
PROPOSED GOALS	.	.	.	.	.	425	447	470	494

Original values for Graduate Degrees Awarded:

KEY PERFORMANCE INDICATORS (CONTINUED)									
Teaching & Learning Metrics									
Graduate Degrees Awarded [First Majors Only]									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3,610	3,684	3,605	3,730	3,960	.	.	.	.
APPROVED GOALS	.	.	3,597	3,630	3,745	3,761	3,776	3,791	.
PROPOSED GOALS	.	.	.	.	.	4,000	4,040	4,080	4,120

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

September 5, 2019

Subject: Ratification of the revised 2018-2021 Collective Bargaining Agreement between the Florida International University Board of Trustees and the United Faculty of Florida - FIU Chapter

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees (the BOT) ratify the revised 2018-2021 Collective Bargaining Agreement between the BOT and the United Faculty of Florida (UFF) – FIU Chapter. Amendments have been made to the following section:

- Article 11: Salaries
-

Background information:

At FIU, 70% of the faculty are in-unit faculty members who are governed by the Collective Bargaining Agreement.

Representatives of the BOT and the UFF have engaged in collective bargaining negotiations to discuss the terms and conditions of employment that will govern personnel who fall within the bargaining unit represented by the UFF. The bargaining teams have reached an agreement on revisions to the terms of the currently in-force 2018-2021 BOT-UFF Collective Bargaining Agreement running through July 1, 2021.

Florida Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties, (5)(b) provides that each board of trustees shall act as the sole public employer with regard to all public employees of its university for the purposes of collective bargaining, and shall serve as the legislative body for the resolution of impasses with regard to collective bargaining matters.

Supporting Documentation:

BOT-UFF Term Sheet

Summary of changes: Revised 2018-2021 Collective Bargaining Agreement between the FIU Board of Trustees and the United Faculty of Florida - FIU Chapter

Facilitator/Presenter:

Kenneth G. Furton

Pending ratification by the United Faculty of Florida – FIU Chapter

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BOT-UFF TERM SHEET

Term:	2018 - 2021
Articles:	The Salaries article of the collective bargaining agreement was revised as outlined below:
Salaries:	<p><u>2019-2020 Salary Increases</u></p> <ul style="list-style-type: none"> Effective August 13, 2019, for the academic year 2019-2020, all eligible employees who were employed prior to January 7, 2019 and who are continuously employed through August 13, 2019 and are not in receipt of a notice of termination or non-reappointment shall receive a one percent (1.00%) retention increase to their base salaries with a minimum of seven hundred fifty dollars (\$750). Additionally, eligible employees will receive a one-time bonus (not to be added to their base salaries) of one percent (1.0%) with a minimum of seven hundred fifty dollars (\$750). <p><u>2020-2021 Salary Increases</u></p> <ul style="list-style-type: none"> Effective August 12, 2020, for the academic year 2020-2021, all eligible employees who were employed prior to January 6, 2020 and who are continuously employed through August 12, 2020 and are not in receipt of a notice of termination or non-reappointment shall receive a one percent (1.00%) retention increase to their base salaries with a \$750 minimum increase. This retention increase does not have any additional related contingencies. The University shall provide merit funds totaling one percent (1.00%) of the total bargaining unit payroll as of the last full pay period of the 2019-2020 academic year on a pro rata basis to departments/units based on their payrolls as of the last full pay period of the 2019-2020 academic year. These funds shall be distributed to their base salaries employees within each department or academic unit consistent with the criteria and procedures set forth in the BOT-UFF Policy concerning Employee Performance Evaluation. If merit criteria apply to the entire college/school, the college/school is the unit. All

	<p>employees are, or upon appointment will be, assigned to an existing department/unit. Additionally, all eligible employees who were employed prior to January 6, 2020 and who are continuously employed through August 12, 2020 and are not in receipt of a notice of termination or non-reappointment shall be eligible. All decisions will be made and communicated to faculty by September 15, 2020. This merit increase shall be contingent upon the University receiving new recurring funding legally available to be expended on faculty salary increases in excess of the prior year's base funding for faculty salaries. If insufficient funding is received and/or additional recurring funding, currently called "emerging preeminent funding," becomes available to the University, this provision shall be void, and the parties shall re-open negotiations for 2020-2021 salary increases.</p>
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Revised 2018-2021 Collective Bargaining Agreement between the FIU Board of Trustees and the United Faculty of Florida - FIU Chapter

Summary of Changes:

I. Article 11 Salaries

A. 11.2 2019-2020 Salary Increases

Effective August 13, 2019, for the academic year 2019-2020, all eligible employees who were employed prior to January 7, 2019 and who are continuously employed through August 13, 2019 and are not in receipt of a notice of termination or non-reappointment shall receive a one percent (1.00%) retention increase to their base salaries with a minimum of seven hundred fifty dollars (\$750). Additionally, eligible employees will receive a one-time bonus (not to be added to their base salaries) of one percent (1.0%) with a minimum of seven hundred fifty dollars (\$750).

B. 11.3 2020-2021 Salary Increases

- Effective August 12, 2020, for the academic year 2020-2021, all eligible employees who were employed prior to January 6, 2020 and who are continuously employed through August 12, 2020 and are not in receipt of a notice of termination or non-reappointment shall receive a one percent (1.00%) retention increase to their base salaries with a \$750 minimum increase. This retention increase does not have any additional related contingencies.
- The University shall provide merit funds totaling one percent (1.00%) of the total bargaining unit payroll as of the last full pay period of the 2019-2020 academic year on a pro rata basis to departments/units based on their payrolls as of the last full pay period of the 2019-2020 academic year. These funds shall be distributed to their base salaries employees within each department or academic unit consistent with the criteria and procedures set forth in the BOT-UFF Policy concerning Employee Performance Evaluation. If merit criteria apply to the entire college/school, the college/school is the unit. All employees are, or upon appointment will be, assigned to an existing department/unit. Additionally, all eligible employees who were employed prior to January 6, 2020 and who are continuously employed through August 12, 2020 and are not in receipt of a notice of termination or non-reappointment shall be eligible. All decisions will be made and communicated to faculty by September 15, 2020. This merit increase shall be contingent upon the

University receiving new recurring funding legally available to be expended on faculty salary increases in excess of the prior year's base funding for faculty salaries. If insufficient funding is received and/or additional recurring funding, currently called "emerging preeminent funding," becomes available to the University, this provision shall be void, and the parties shall re-open negotiations for 2020-2021 salary increases.

- C. **11.5 2018-2021 Discretionary Awards and Increases.** During the 2018-2019, the 2019-2020, and the 2020-2021 academic years, the FIU Board of Trustees or designee may provide additional salary increases and/or one-time awards totaling no more than one percent (1.0%) of the total employee payroll as of the last full pay period of the prior academic year. These increases may be provided for market equity considerations, including verified counteroffers and compression/inversion; increased duties and responsibilities; special achievements; Summer Faculty Research Awards; litigation/settlements; and similar special situations. No later than July 30 of each year, the University shall provide a listing of the distribution of these funds to the local chapter of UFF. This list will provide the name and department of the employee and the date, amount and nature of the award or salary increase during the prior academic year.

Note: In this section, the latter two academic years (2019-2020 and 2020-2021) which had been omitted previously were now added.

II. Phased Retirement Program under BOT-UFF Policy Benefits

- A. One update that was bargained last year that appears in the 2018-2021 version is the elimination of the 63rd birthday limitation such that the language read last time within 6(A)(i):

Such eligibility shall expire on the employee's 63rd birthday.

It was replaced with current language, included in the current document:

(A) Eligibility.

(i) Employees who have accrued at least six (6) years of creditable service in the Florida or Teachers Retirement System (FRS, TRS) or Optional Retirement Program (ORP), except those employees referenced in 6(a)(2), are eligible to participate in the Phased Retirement Program. Such eligibility shall expire on the employee's birthday at which the employee becomes eligible to receive full social security benefits.

Employees who decide to participate must provide written notice to the University of such decision prior to the expiration of their eligibility, or thereafter forfeit such eligibility. Employees who choose to participate must retire with an effective date not later than 180 days, nor less than ninety (90) days, after they submit such written notice, except that when the end of this 180 day period falls within a semester, the period may be extended to no later than the beginning of the subsequent term (semester or summer, as appropriate).

That language was agreed upon in the latest CBA.

- B. In addition, the Scrivener's error, which we currently address, was the swap back to "six (6) months" notation.

This language should stay as it was already bargained and agreed upon. The Scrivener's error occurred in conjunction with the language change in following two sections.

6(B)(iii)(a):

(iii) Re-employment.

(a) Prior to re-employment, participants in the Phased Retirement Program must remain off the FIU payroll for at least six (6) months following the effective date of retirement in order to validate their retirement, as required by the Florida Division of Retirement. Participants must comply with the re-employment limitations of the Florida Retirement System (which includes ORP).

6(B)(vi)(a):

(vi) Re-employment Period.

(a) The period of re-employment obligation shall extend over five (5) consecutive academic years, beginning with the first day of classes of the Fall or Spring semester next following the effective date of retirement and the fulfillment of the six (6) month retirement validation period described in Paragraph 6(B) (iii), above. No further notice of cessation of employment is required.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Governance Committee
September 5, 2019

Subject: 2019 Florida Educational Equity Act Report

Proposed Committee Action:

Recommend that the Florida International University Board of Trustees approve the 2019 Florida Educational Equity Act Report.

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 2018-19 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.

Supporting Documentation: 2019 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: 2019



Data Year: July-June, 2017-2018

Approved by:

Claudia Puig
Chair, University Board of Trustees

Date

Dr. Mark B. Rosenberg
University President

Date

Submitted by:

Shirlyon J. McWhorter, Esq., Director
Inclusion, Diversity, Equity & Access
Florida International University
11200 SW 8th Street, PC-321, Miami, FL 33199
Phone: (305) 348-2785
Email: smcwhort@fiu.edu

Date

Date Sent: _____

2019 FLORIDA EQUITY REPORT AY 2017-2018

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PART I. EXECUTIVE SUMMARY

BACKGROUND:

The Annual Florida Equity Report is required under Florida statutes as follows: The Florida Educational Equity Act (FEEA) (Section 1000.05 F.S.) and the 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 2019 FEEA Report encompasses five areas: Policies and Procedures, Academic Program Reviews, Intercollegiate Athletics, Employment Representation and Other Requirements. The essence of these reports serves as a reaffirmation of the commitment of FIU toward enhancing the representation of women, minorities, and other underrepresented groups in FIU's undergraduate, graduate, and professional programs; athletics, faculty, academic, and administrative positions.

Miami's Florida International University (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, 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 Governance Committee (BOT) before it is approved by the full Board.

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

B. Summary of 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 University regulations relating to sexual misconduct (Title IX) and nondiscrimination, harassment and retaliation (Title VII) were updated to also reflect efforts to prevent sexual misconduct within the University community.

Academic Programs

Community outreach and diversity recruitment initiatives are important strategies implemented to impact diversity outcomes in undergraduate student enrollment, retention, and graduation rates. Successful recruitment initiatives and collaborations include such partnerships as the Miami Dade College-FIU Pathway Partnership that was awarded the Andrew W. Mellon Foundation three-year, \$2.85 million grant to support students pursuing higher education.

Gender Equity in Athletics

FIU is compliant in all areas with efforts to meet and exceed expectations in all areas. The University continues to monitor the equity challenge with respect to student-athlete participation compared to FIU's full-time enrollment by gender. Female student-athletes represent 51.3% of all student athletes compared to their full-time undergraduate enrollment of 57.4%. FIU continues to make strides to close the compliance gap within a 2% difference when compared to FIU's male student athletes.

Employment Representation

Human Resources leads 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. The University has been successful in improving the decline of retained Black tenured faculty by 13% since the last report.

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 12% from last year, with an overall increase of over 9.5% since 2013. FIU has also experienced slight growth in the number of Asian and Hispanic tenured faculty. Initiatives, such as training and development for persons involved in the search and screen process continue to improve outcomes.

Areas of Improvement and Achievement

The University maintains a commitment to recruiting and promoting women and minority professionals where there is underrepresentation and whenever the opportunity exists within departments. Current employees can also apply for positions without waiting for promotional opportunities within their respective units. The University wants to reflect reasonable parity with the prevailing labor market in order to maintain and sustain the gains made and considers internal movement to retain top talent.

Protected-Class Representation in the Tenure Process

FIU's faculty tenure process indicates that women and minority faculty members participated and were considered throughout the process in each college and the overall process. Our records reflect women and minorities have participated in previous years and no artificial barriers appear to exist.

Promotion and Tenure Committee Composition

The table in this section provides information on the extent of diverse participation or involvement of women and ethnic/racial minorities in the promotion and tenure process. While there is female and underrepresented faculty presence in the tenure process, efforts to obtain diverse representation on committees is continually sought and improvement is expected to continue.

Other Requirements

The University demonstrates a commitment to diversity and inclusion. FIU collaborated with deans, Academic Affairs, Colleges, and departments to create diversity and inclusion action plans. The plans should be feasible, specific, and achievable. Deans, Chairs and faculty liaisons are held accountable for meeting planned goals.

Key Goals to Achieve

1. To increase the representation of faculty from historically underrepresented groups (URGs), such as women in Science, Technology, Engineering, and Mathematics (STEM), African-American and Hispanic-American faculty in all fields.
2. To provide an equitable and supportive institutional climate for underrepresented groups i.e., women, racial/ethnic minorities, LGBTQ+ people, and persons with disabilities at the faculty and graduate and undergraduate student levels.
3. To ensure a welcoming environment for all faculty, students, and staff.

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.

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>

Student Code of Conduct

https://studentaffairs.fiu.edu/get-support/student-conduct-and-conflict-resolution/student-code-of-conduct%20/_assets/code_of_conduct_booklet.pdf

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. 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	70	165	1	51	1275	1	144	27	4	1738
Women	101	213	0	61	1593	1	185	47	3	2204
Total FALL 2018	171	378	1	112	2868	2	329	74	7	3942
Category % of Total FALL 2018	4.34%	9.59%	0.03%	2.84%	72.75%	0.05%	8.35%	1.88%	0.18%	100.0%
Total Fall 2017	223	323	2	101	2530	2	237	63	8	3489
Category % of Total Fall 2017	6.39%	9.26%	0.06%	2.89%	72.51%	0.06%	6.79%	1.81%	0.23%	100.0%
Total FTIC Fall 2013	166	496	4	144	2955	10	410	89	30	4304
Category % of Total Fall 2013	3.86%	11.52%	0.09%	3.35%	68.66%	0.23%	9.53%	2.07%	0.70%	100.0%
% Change in Number from Fall 2013 to Fall 2018	3.01%	-23.79%	-75.0%	-22.22%	-2.94%	-80.0%	-19.76%	-16.85%	-76.67%	-8.41%

The specific comparison benchmark for FTIC enrollment is the percent of underrepresented FTIC minorities at FIU versus the percent of underrepresented FTIC minority students throughout the SUS. The most recent comparative data published by the Florida Board of Governors is for Fall 2017.

In Fall 2018, 87.1% of the full-time FTICs at FIU were underrepresented minorities. In the Fall 2017 term, the percentage was 86.6% of full-time FTIC students from underrepresented groups. Moreover, FIU exceeds the SUS average of 47.2% underrepresented full-time FTIC minorities.

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 2018	411	968	1	156	4770	7	518	165	22	4197	2820	7018
Category % of Total Fall 2018	6%	14%	0%	2%	68%	0%	7%	2%	0%	60%	40%	100%
Total FALL 2017	349	898	5	143	4764	2	506	177	19	4046	2817	6863
Category % of Total FALL 2017	5%	13%	0%	2%	69%	0%	7%	3%	0%	59%	41%	100%
Total Fall 2013	227	875	2	147	4620	9	553	58	85	3746	2830	6576
Category % of Total Fall 2013	3%	13%	0%	2%	70%	0%	8%	1%	1%	57%	43%	100%
Category % Change from 2013 to 2018	81%	11%	-50%	6%	3%	-22%	-6%	184%	-74%	12%	0%	7%
<i>Source: Student Instruction File- Fall 2017, 2016 & 2012 final. Full-time students. Student Admit Type = J with a highest degree held = A (Associate) and gender reported.</i>												

For Florida Community College AA transfers (full-time), each ethnic category has seen an increase in size over the past 5 years with the exception of three groups: American Indian/Alaska Native decreased by 50% (from 2 students to 1), Native Hawaiian/Pacific Islander decreased by 22% (from 9 students to 7) and White students decreased by 6% (from 553 students to 518). In terms of percent increase over the last 5 years, students who identify as two or more races had a 184% increase, African-American student enrollment increased by 11%, Hispanic student enrollment increased by 3%, and Asian student enrollment increased by 6%.

As for Florida Community College AA transfers (full-time) by gender, over the past 5 years, female students have increased by 12% and male students did not change. Overall, this population of transfer students has seen an increase of 7%. The Andrew W. Mellon Foundation has awarded FIU and Miami Dade College (MDC) a three-year, \$2.85 million grant to support students pursuing higher education. Known as “Making Diversity Meaningful in the Humanities: An MDC-FIU Pathway Partnership,” the grant will support programs that aim to assist about 5,000 students each year. It will fund efforts to streamline curricula for students on the MDC-to-FIU path, help students complete their degrees, attract more students to humanities fields, foster collaboration among MDC and FIU humanities faculty, and reinforce the importance of the humanities to a democratic society.

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 2017 Cohort	225	322	3	101	2524	2	235	61	7	1963	1517	3480
Category % of Total	6.47%	9.25%	0.09%	2.90%	72.53%	0.06%	6.75%	1.75%	0.20%	56.41%	43.59%	100.00%
Enrolled Fall 2018	199	281	3	95	2300	1	201	51	6	1776	1361	3137
Retention Rate	6.34%	8.96%	0.10%	3.03%	73.32%	0.03%	6.41%	1.63%	0.19%	56.61%	43.39%	90.14%

Source: BOG Reports (Source: BOG Annual 2017 Retention Report 2017-2018 Cohort Detail Records and gender reported)

One-year retention rates for full-time FTIC freshmen averaged 90.14%. Hispanic students accounted for 73.32% of the retention rate while Black students accounted for 8.96%, American Indian accounted for .10%, Native Hawaiian or Other Pacific Islanders accounted for .03%, White students accounted for 6.41%, and students in the Two or More category made up 1.63%. When examining retention by gender, females accounted for 56.61% of the retention rate, while males made up 43.39% of the FTIC retention rate.

FIU is well positioned to shift the higher education paradigm to meet the needs of the rapidly changing world of work by building upon our unique strengths and opportunities. To this end, we will continue to create and implement high-tech and high-touch innovative solutions that accelerate our students' academic and career success. Our focus is to foster 21st century, employment ready, proud FIU graduates, who are technologically, creatively, and culturally agile. At the same time, we are committed to creating an environment that stimulates lifelong learning and builds synergistic networks, which dynamically and organically connect our students, teachers, researchers, alumni, community partners, and entrepreneurs.

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 reports directly to the Senior Vice President of Academic and Student Affairs and 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/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2012-18 Cohort	65	559	4	131	2798	6	429	84	35	2266	1845	4111
Category % of Total	1.58%	13.60%	0.10%	3.19%	68.06%	0.15%	10.44%	2.04%	0.85%	55.12%	44.88%	100.00%
After 6 Years Number of Graduates	48	297	3	90	1698	1	205	47	18	1476	931	2407
Percent Graduated	73.85%	53.13%	75.00%	68.70%	60.69%	16.67%	47.79%	55.95%	51.43%	65.14%	50.46%	58.55%
Category % Graduated	1.99%	12.34%	0.12%	3.74%	70.546%	0.04%	8.52%	1.95%	0.75%	61.32%	38.68%	100.00%
Number Retained	51	333	3	98	1874	2	226	48	20	1573	1082	2655
Percent Retained	78.46%	59.57%	75.00%	74.81%	66.98%	33.33%	52.68%	57.14%	57.14%	69.42%	58.64%	64.58%

Note: FTIC includes Beginners and Early Admits. (Source: BOG Annual 2017 Retention Report 2012-2013 Cohort Detail Records)

FIU has been very intentionally realigning key initiatives and areas of the University to foster a results-oriented approach to student learning and timely graduation.

The University has invested in enterprise-wide software to connect students to their coordinated support teams, which include faculty, advisors, tutors, and college-life coaches. We are using predictive analytics in the platform to quickly provide support or redirection pathways to help students find programs in which they can be successful. The results of these efforts can be seen in our increased retention and graduation rates, as well as in the number of students who are successfully earning the credits they attempt. For full-time in-state FTICs, the percent of successfully completed SCH increased from 88% to 90% between Fiscal Years 16/17 and 17/18 (Fall, Spring, Summer). That number rose to 91% in Fall 2018.

FIU's Communication Protocol for Accountability and Strategic Support (ComPASS), developed in 2016 to aid in the University's achievement of its *FIUBeyondPossible2020* Performance Funding goals, continues to facilitate University-wide review of student success initiatives. At each session, Deans provide the University leadership with updates and results of their initiatives as well as new initiatives and protocols for assessing those initiatives.

Colleges and programs are focused on reviewing their curriculum to assure students have a 4-year pathway to graduation. For example, the College of Arts, Sciences, and Education is working with each department on a curriculum mapping project to evaluate the program, required courses, and student learning outcomes to ensure that students have the skills and knowledge needed to be successful in the workforce. The College of Engineering and Computing recently established a new school dedicated to education research and curricular transformation. The School of Universal Computing, Construction, and Engineering Education (SUCCEED) is working with programs in the college to modify curriculums with long pre-requisite chains and to increase the number of sections and modalities of critical courses.

Table 5. Bachelor's Degrees Awarded by Race										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
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	7.47%	11.72%	0.10%	2.44%	66.07%	0.08%	9.09%	2.50%	0.53%	100.00%
AY 2016-17										
Male	279	410	2	132	2462	6	407	80	36	3819
Female	356	718	4	134	3757	6	553	123	54	5701
Total	635	1128	6	266	6219	12	960	203	90	9520
Category % of Total	6.67%	11.85%	0.06%	2.79%	65.33%	0.13%	10.08%	2.13%	0.96%	100.00%
AY 2012-13										
Male	212	327	3	113	1991	3	433	24	39	3145
Female	328	517	6	124	3016	1	516	32	61	4601
Total	540	844	9	237	5007	4	949	56	100	7746
Category % of Total	6.97%	10.90%	0.12%	3.06%	64.64%	0.05%	12.25%	0.72%	1.29%	100.00%
<i>Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.</i>										

FIU awarded 10,402 bachelor's degrees in the 2017-2018 academic year, 882 more than the previous year (9520). Female students earned 543 (62%) of the 882 additional degrees awarded in 2017-2018, and male students earned 339 (38%) more.

The percentage of degrees earned by gender has remained consistent based on the previous year's figures (59.9% to 60.0% for female students; 40.1% to 40.0% for male students). Overall, the number of degrees awarded increased across each ethnic category except for Asian (decreased by 12), Native Hawaiian/Other Pacific Islander (decreased by 4), White (decreased by 14), and Unknown (decreased by 35).

The group with the largest increase in number of degrees awarded from academic year 2016-2017 to academic year 2017-2018 were Hispanic students, 6,219 to 6,873, an increase of 654 (1.1%). Black students also increased significantly by 91 (1.08%) degrees awarded (1,128 to 1,219).

Table 6. Master's Degrees Awarded by Race										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2017-18										
Male	226	131	0	34	577	1	196	17	9	1183
Female	245	281	0	58	1035	1	270	37	9	1944
Total	471	412	0	92	1612	2	466	54	18	3127
Category % of Total	15.06%	13.18%	N/A	2.94%	51.55%	0.06%	14.90%	1.73%	0.58%	100.00%
AY 2016-17										
Male	292	106	1	38	612	1	196	24	32	1302
Female	251	241	0	44	1012	1	270	30	34	1883
Total	543	347	1	82	1624	2	466	54	66	3185
Category % of Total	17.05%	10.89%	0.03%	2.57%	50.99%	0.06%	14.63%	1.70%	2.07%	100.00%
AY 2012-13										
Male	292	112	2	36	518	0	225	18	22	1225
Female	320	255	1	65	815	2	284	15	32	1789
Total	612	367	3	101	1333	2	509	33	54	3014
Category % of Total	20.31%	12.18%	0.1%	3.35%	44.23%	0.07%	16.89%	1.09%	1.79%	100.00%

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

A total of 3,127 master's degrees were conferred during AY 2017-2018. This represented a decrease of 1.82% from AY 2016-2017. Of the total number of master's degrees awarded, females received 1,944, representing 62.17%, whereas males received 1,183 degrees or 37.83%.

Hispanic students were awarded the largest number of master's degrees, a continuing trend here at FIU, with 1,612 conferrals representing 51.55% of the total number of master's degrees awarded in AY 2017-2018. This is a slight increase (0.56%) from AY 2016-2017 in the number of master's degrees awarded to Hispanic students. Non-resident alien (NRA) students accounted for the second largest percentage, 15.06%, of the total number of master's degrees awarded in AY 2017-2018. This is down from 17.05% in the previous academic year. The proportion of master's degrees awarded to Black students increased by 2.29% from AY 2016-2017. Asian

students and White students accounted for 2.94% and 14.90% respectively, of the total number of master's degrees conferred.

In AY 2017-2018, the Black student category had the largest gap between males (31.8%) and females (68.2%) of master's degrees awarded. Hispanic females represented the largest gender-specific fraction at 33.1%, followed by Hispanic males at 18.45% of the total number of master's degrees awarded. White females represented 8.89% of total number of degrees awarded, compared to 6.1% for their male counterparts. Black female students represented 9% whereas Black males represented 4.19% of the total number of master's degrees awarded. There was no one in the American Indian/Alaska Native in 2017-2018. This was only a slight change from the AY 2016-2017 where there was one graduate. There were two master's degrees awarded to Native Hawaiians or Other Pacific Islanders students in AY 2017-2018, just as in AY 2016-2017.

Table 7. Doctoral Degrees Awarded by Race										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
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	47.00%	7.50%	N/A	1.50%	17.00%	N/A	22.50%	2.00%	2.50%	100.00%
AY 2016-17										
Male	64	4	0	3	10	0	30	0	2	113
Female	34	9	0	0	19	0	23	0	1	86
Total	98	13	0	3	29	0	53	0	3	199
Category % of Total	49.25%	6.53%	N/A	1.51%	14.57%	N/A	26.63%	N/A	1.51%	100.00%
AY 2011-12										
Male	56	4	0	0	10	0	14	1	0	85
Female	18	8	0	5	12	0	26	1	1	71
Total	74	12	0	5	22	0	40	2	1	156
Category % of Total	47.44%	7.69%	N/A	3.21%	14.10%	N/A	25.64%	1.28%	0.64%	100.00%
<i>Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.</i>										

A total of 200 doctoral degrees were conferred for AY 2017-2018 (table 7), an increase of 1 from the previous year, where there were 199. Most (47.00%) doctoral degrees were awarded in the Non-resident alien (NRA) category, a continuing trend from the two previous academic years. The next largest category was that of White students with 22.50% of total doctoral degrees. This category also represented the largest decrease in the percentage of doctoral degrees awarded going from 26.63% (53) in AY 2016-2017 to 22.50% (45) in AY 2017-2018. There was an increase in the Hispanic student category from 14.57% (2016-2017) to 17.00% (2017-2018). An increase was also noted in the Black student category, 7.50% in AY 2017-2018 compared to 6.53% in AY 2016-2017. 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 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	1.15%	6.02%	0.29%	8.88%	47.85%	N/A	31.52%	2.01%	2.29%	100.00%
AY 2016-17										
Male	0	7	0	16	65	0	57	1	5	151
Female	1	4	0	18	82	1	63	2	6	177
Total	1	11	0	34	147	1	120	3	11	328
AY 2012-13										
Male	0	12	0	6	50	0	35	0	2	105
Female	5	27	3	12	56	0	42	1	0	146
Total	5	39	3	18	106	0	77	1	2	251
Category % of Total	1.99%	15.54%	1.20%	7.17%	42.23%	N/A	30.68%	0.40%	0.80%	100.00%
Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.										

For AY 2017-2018 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 Nursing and Health Sciences (DNP) and Physical Therapy (DPT). The number of degrees awarded under the professional degree category for 2017-2018 was 349, an increase of 6.40% over AY 2016-17.

Males represented 49.00% and females represented 51.00% of the degree recipients. Even though there was an increase of one (1) in the female student category, the percentage ratio reflects a decrease in percentage of women from AY 2016-2017 (53.00%). This is due to a 13% increase in male students— from 151 in AY 2016-2017 to 171 in AY 2017-2018. The largest gender split was in the Hispanic category with their being 21 more female degree recipients than males. Hispanic students represented the largest group with 47.85% of degree recipients, an increase from AY 2016-2017 (44.82%). White students represented the second largest group with 31.52% of degree recipients, a proportional decrease of 5.07% from the AY 2016-2017. Black students represented 6.02% of total degree recipients, a significant increase from the previous academic year (3.35%). There was an increase from 11 in AY 2016-2017 to 21 in AY 2017-18. Degrees granted to American Indian/Alaska Natives remained the same at zero, as the previous academic year. There was an increase of total degrees awarded to Non-resident alien students, 1.15% in AY 2017-18 versus 0.30% in AY 2016-17, that is a total of four degrees versus one. There were no professional degrees awarded to Native Hawaiians or Other Pacific Islanders students in 2017-2018.

Commentary

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. The goals were:

- To increase the proportion of research doctorates¹ awarded to Black students by 0.50% each year so that by 2020 Black students will represent 18% of research doctorates awarded to domestic students.
- To increase the proportion of research doctorates awarded to Hispanic students by 2.0% each year so that by 2020 Hispanic students will represent 38% of research doctorates awarded to domestic students.

Strategic efforts implemented throughout the University have indicated the following toward those goals:

- There was an increase in the proportion of research doctorates awarded to Black students of almost 1% (0.93%), going from 6.53% in AY 2016-2017 to 7.50% in 2017-2018 for all students.
- There was an increase in the proportion of research doctorates awarded to Black students of 1.28%, going from 12.87% in AY 2016-2017 to 14.15% in AY 2017-2018 for domestic students.
- There was an increase in the proportion of research doctorates awarded to Hispanic students of 2.43%, going from 14.57% in AY 2016-2017 to 17% in AY 2017-2018.
- There was an increase in the proportion of research doctorates awarded to Hispanic students of 3.37%, going from 28.71% in AY 2016-2017 to 32.08% in AY 2017-2018 for domestic students.

Notably, the proportion of master's degrees awarded to Black students increased in 2017-2018 by 2.29% from AY 2016-2017. This is significant compared to a decrease of approximately 1% in AY 2016-2017 from AY 2015-2016.

Black students represented 6.02% of total professional degree recipients in AY 2017-2018, a significant increase from 3.35% in AY 2016-2017. Between AY 2016-17 and 2017-2018, there was an almost doubling of Black professional degree student recipients, going from 11 to 21.

Recruitment and Support

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. In 2018, UGS established the 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.

¹ Table 7 reflects research doctorates

In collaboration with FIU Student Access and Success (SAS), the 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 underrepresented 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 2017. Over 100 underrepresented STEM students from within and outside FIU attended this event.

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, the FIU continues its participation in The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM) and co-sponsored a GEM GRAD Lab at Florida State University, as well as sponsored student travel to attend the national conference. An FIU doctoral student was awarded a GEM fellowship for the AY 2017-2018.

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.

SAS also partnered with FIU's Black Student Union (BSU) executive board to conduct several workshops on how to successfully transition to graduate school, including hosting a workshop to the general BSU constituency on graduate school funding.

As a result of our recruitment activities in AY 2017-2018, FIU hosted 10 new fully funded McKnight Fellows and three Affiliate fellows. 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.

A major focus for UGS in AY 2017-2018 was to submit training grants to obtain funding for the support of graduate students, especially underrepresented minorities. 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 will support 12 underrepresented graduate students in STEM areas during their first two years of graduate school starting in Spring 2019. UGS also submitted an Initiative for Maximizing Student Development proposal to the National Institutes of General Medicine to support eight underrepresented minority PhD students in biomedical sciences and provide them with extensive professional development opportunities. Additionally, in partnership with the Biomolecular Sciences Institute, UGS submitted another pre-doctoral training proposal to the National Institute of General Medicine to support eight PhD students in transdisciplinary biomolecular sciences. For the latter, FIU will specifically recruit at FAMU and Bethune-Cookman University who agreed to support us in our efforts to increase the representation of Black students in our PhD programs.

Retention

The UGS funded several initiatives aimed at retaining minority graduate students and graduate students during the AY 2017-2018. In the Fall 17 term, SAS sponsored four doctoral students to attend SREB Doctoral Fellows Teaching and Mentoring Institute. At the institute, students attended an NSF GRFP Boot Camp to assist them in grant writing and participated in several workshops aimed at addressing doctoral students' persistence. SAS hosted the annual *"MLK Night with McKnight"* program, which celebrated those McKnight, McNair and Bridge to Doctorate fellows that advanced to candidacy within the AY 2017-2018. The keynote speaker for the event was Dr. Dionne Stephens who was awarded the SREB Teaching and Mentoring Institute Mentor of the Year award.

In order to support doctoral student professional development, SAS supported travel for several doctoral fellows who presented at professional conferences such as International Symposium on Foraminifera, Emerging Research Conference and the American Academy of Forensic Science.

In response to minority graduate students interested building community, 2017-2018 marked the inauguration of the first FIU McKnight Doctoral Fellows Graduate Students Organization. The FIU McKnight club sponsored fundraising events and hosted workshops focused on research preparation to several of our undergraduate programs.

In order to encourage a connection between our graduate students and the community, we hosted the 2nd 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 in an engaging and hands-on experience to elementary school students. The elementary school students that participated were winners of the local science fair and they also presented their research to the graduate students. In addition, the McKnight, NSF Bridge to Doctorate and the FIU Black Graduate Women 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. Other partnerships include the South Florida Collegiate 100 program sponsored by the 100 Black Men of South Florida.

General Areas of Enhancement

In AY 2017-2018 we also improved some of our processes and added programming to better serve students. Enhanced services to students, in general, impact 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 improved orientations (held in Fall and Spring) for incoming graduate students to be broader and more inclusive of policy review and updates, allowing for individualized student interaction with staff. The FIU Black Graduate Women Student Association also presented at an orientation, among other groups.

STUDENT SERVICES

1. ACADEMIC ADVISING

FIU students have equal access to utilize academic advising services. The University is committed to ensuring equitable treatment for all students and employing a diverse staff of professional academic advisors who can serve as guides and mentors for our diverse student

population. All students have access to an online advising tool (My_eAdvisor) that provides information on all degree requirements and a mechanism to send messages to and make appointments with their assigned academic advisor. They are assigned to a professional academic advisor from their respective academic department who is responsible for providing support and monitoring their academic progress.

Organizational Structure and Staffing

FIU utilizes a decentralized advising system that relies on a team of professional academic advisors and receives support and coordination from a centralized team of administrators and technological support. To further support the efforts of our academic advising system, the institution initiated some changes to the central administration during the 2017-2018 academic year. One of the major aspects of those changes involved the creation of a new administrative position, Associate Provost for Academic and Career Success, who is now charged with integrating academic and career advising as part of FIU's overall student success initiatives. The new Associate Provost works with a team of individuals who coordinate and facilitate training and professional development for all professional advisors and who also work to integrate the advising that is provided by academic advisors and career advisors. The centralized support team also continues to provide 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 also hired 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 new coordinated care approach has not only provided a means for cross-communication and collaboration but will also involve training academic advisors and career advisors on how to broaden their ability to support student success and make appropriate referrals as needed.

As part of the decentralized advising system, FIU relies on over 120 professional academic advisors who report directly to an academic administrator who oversees 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 are receiving 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. As a result, we have managed to lower advising ratios to approximately 400 students to each advisor, a number that we plan to continue reducing. This past academic year, funding was secured to add 5 additional academic advisor positions that were provided to those academic units with the highest advising ratios.

Retention and Graduation Support/Student Success Outreach Initiatives

During the 2017-2018 academic year, our academic advising community actively participated in several outreach campaigns designed to support our student success efforts and, more specifically, positively contribute to the University's retention and graduation goals. There have been several strategic outreach efforts related specifically to improving the retention of first-year students. For example, prior to summer 2018, we identified students from the 2017 FTIC cohort who were below a 2.0 cumulative GPA but who had the potential to be in good standing if they successfully completed one or two courses in the summer. In doing so, we aimed to increase the

number of students from the FTIC cohort who would be retained from fall to fall and also be in good academic standing. Over 50 students were contacted and just over half of them were successfully encouraged to both enroll in summer courses and take advantage of meeting with one of our College Life Coaches. In addition to that outreach effort, advisors also regularly contact those students from the 2017 FTIC cohort who are already in good academic standing but who are not currently enrolled in fall semester. Those students were prioritized by those who were enrolled in spring 2018 and academic advisors reached out to them to encourage fall semester enrollment and/or to identify barriers that might prevent students from returning in fall.

Many of our 2017-2018 outreach efforts were also directed toward those students who were approaching the end of their academic careers, with a particular emphasis on those students who had the potential to graduate within 4 years. In addition to monitoring their progress in key courses and with general requirements, advisors continued to meet with every student who reaches the 90 credits completed threshold. Those advising meetings are designed to assist students with making a final plan for graduation within the upcoming year and to provide them with an assessment related to helping them avoid excess credit surcharge fees. For some students, that conversation also leads to a discussion about options such as various tracks or majors that might accelerate their graduation. Every semester, advisors also identified students who appeared ready to graduate (based on credits earned and requirements completed) to ensure that they had applied for graduation. This past year, students who needed a nudge to take additional credits or who could graduate by the end of the summer were also contacted to encourage them to take positive steps toward degree completion. For students who were facing financial difficulties, they were also connected with resources to assist them with covering the costs of taking their final courses needed for graduation.

Advising Technology Support

This past year has also included an emphasis on various technology platforms that were purchased to both assist advisors with their efforts and provide students with online resources that track their progress. One major change in technology related to the dashboard that advisors and students use to monitor academic progress and manage the advising relationship. For the past several years, we have utilized a home-grown tool with PeopleSoft that we refer to as the My_eAdvisor dashboard. During the 2017-2018 academic year, we committed to working with the Education Advisory Board (EAB) to adopt the use of their Student Success Collaborative tool as a replacement for the My_eAdvisor dashboard. The tool was piloted during the summer of 2018, with plans to fully implement in fall 2018. The full implementation included shifting all undergraduate students to the new Student Success Collaborative tool, which enabled us to continue monitoring students' progress and improve our ability to conduct outreach campaigns. This new tool provides each individual advisor with more information that empowers them to conduct their own outreach efforts and provides risk scores for their students based on predictive analytic data provided by EAB.

Another critical technological advancement that FIU has invested in this past year aims to provide a dynamic degree map that advisors and students can use to track academic progress. We have been utilizing static "Major Maps" that highlight a four-year plan for completing each of our undergraduate degrees. In an effort to provide students with a better tool, we have partnered with a technology company called EduNav to assist with developing an interactive map/degree tracker. The technology that EduNav relies on utilizes a GPS approach to tracking degree completion and will display the degree requirements that have already been completed, as well as plot out the remaining requirements in a semester-by-semester format. By working with that tool, students can map out how long it will take them to complete their degree and receive warning/alerts if the choices they are making will delay their graduation. During the spring and summer of 2018, we

worked with EduNav to finalize interactive maps for three of our academic majors so that students and advisors could begin using the tool. That pilot project will enable us to identify needed improvements and make plans for how we might be able to add additional majors/students to the tool. The timeline for full implementation is still being developed as we continue to work with the pilot population and the team from EduNav. We hope to learn from those students who are currently utilizing the tool so we can work toward providing the tool to all our undergraduate students.

Excellence in Academic Advising

During the 2017-2018 academic year, FIU applied to participate in a new collaborative project that is being facilitated by a joint initiative from the National Academic Advising Association (NACADA) and the John N. Gardner Institute for Excellence in Academic Advising. After completing a lengthy application and interview process, FIU was selected in summer 2018 to participate as one of the 12 inaugural institutions for the Excellence in Academic Advising program. As one of the inaugural institutions selected, we will engage in an intensive two-year campus-wide initiative using NACADA's and the Gardner Institute's nine "Conditions of Excellence in Academic Advising" as the drivers for discussion, evidence gathering, analysis, planning and the implementation of strategic improvements to advising processes. These Conditions will guide the reflective self-study, strategic assessment, and redesign of academic advising. This process draws on the academic advising expertise of NACADA and is enriched by the Gardner Institute's success in guiding institutions toward systemic change and improvement in the student experience. It also includes an emphasis on ensuring that our advising practices align with our commitment to diversity and inclusion. A team of individuals will work as part of a steering committee to lead various committees that will reflect on what we are doing well and what we can improve. The process will also include the use of surveys that will be sent to students and FIU faculty/staff so that we can learn more about what students need and the overall perceptions of how the FIU advising system is supporting student success.

Advising and Support Websites:

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

2. 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 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 immunization was done. This appointment counts as one visit and two encounters (consultation and immunization).
- b) A student went to an appointment with a Primary Care Provider. The same student had another appointment with a GYN 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	1121	3330	0	4451
BBC Healthy Living	823	1666	22	2511
MMC Clinical Services	7910	16289	10	24209
MMC Healthy Living	2824	7209	60	10093
Total	12678	28494	92	41264

Table 2. SHS Gender by Percentage*			
Division	Male	Female	Other
BBC Clinical Services	25.19%	71.81%	0%
BBC Healthy Living	32.78%	66.35%	0.88%
MMC Clinical Services	32.67%	67.28%	0.04%
MMC Healthy Living	27.98%	71.43%	0.59%
All Divisions Combined	30.72%	69.05%	0.22%

** 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	10	0	18	4	32
Asian	534	219	2220	689	3665
Black	1240	622	3559	1517	6938
Hispanic	1608	1143	11908	6015	20674
White	810	351	5181	1235	7577
Not Reported / Unknown	15	72	117	291	495
Other	231	104	1,206	342	1883
Total	4448	2511	24209	10093	41264

Table 4. SHS Ethnicity by Percent					
Ethnicity	BBC Clinical Services	BBC Healthy Living	MMC Clinical Services	MMC Healthy Living	All Divisions
American Indian	0.22%	0	0.07%	0.04%	0.08%
Asian	12.06%	8.72%	9.17%	6.83%	8.88%
Black	27.86%	24.77%	14.70%	15.03%	16.81%
Hispanic	36.13%	45.52%	49.19%	59.60%	50.1%
White	18.20%	13.98%	21.40%	12.24%	18.36%
Not Reported / Unknown	0.34%	2.87%	0.48%	2.88%	1.20%
Other	5.19%	4.14%	4.98%	3.39%	4.56%

Table 5. SHS Patient Age by Encounter*				
Division	Under 18	18 - 25	26 - 35	Over 35
BBC Clinical Services	4	2804	1249	394
BBC Healthy Living	14	1475	669	305
MMC Clinical Services	24	15015	7660	1508
MMC Healthy Living	45	7197	1945	787
Total	87	26491	11523	2994

Table 6. SHS Patient Age by Percentage				
Division	Under 18	18 - 25	26 - 35	Over 35
BBC Clinical Services	0.09%	63%	28.06%	8.85%
BBC Healthy Living	0.56%	58.74%	26.64%	12.15%
MMC Clinical Services	0.10%	62.02%	31.64%	6.23%
MMC Healthy Living	0.45%	71.31%	19.27%	7.80%
All Divisions Combined	0.21%	64.20%	27.93%	7.26%

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. 169 Null values are not included in the count.

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

Counseling and Psychological Services' mission is to provide mental health and advocacy services to students that will facilitate and enhance their personal learning, emotional well-being and academic skills development. CAPS is committed to providing consultation to the FIU community affected by threatened or actual violence and promoting the ability to live a full, rich life.

CAPS' data includes counseling, advocacy and psychological and educational assessments provided to all FIU students. The percentage of Black or African American students using CAPS services is comparable to the percentage of students at FIU (12.9% compared to 13%). The percentage of Asian students using CAPS services is greater than the percentage of Asian students at FIU (4.1% compared to 3%). The percentage of Hispanic students using CAPS services is less than the percentage of Hispanic students at FIU (51.9% compared to 64%). The percentage of White students using CAPS services is comparable to the percentage of White students at FIU (9.3% compared to 10%). The percentage of Females using CAPS services is less than the percentage of students at FIU (51.9% compared to 57%). The percentage of Males using CAPS services is less than the percentage of students at FIU (20.4% compared to 42%).

3. CLUB AND INTRAMURAL ATHLETICS (sex equity only)

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

To increase women's participation, the use of instructional clinics will continue to be used; promotional methods focusing on social media will be increased; use of National Collegiate Athletic Association (NCAA) freshman female interest assessment data will be continued; as well as regular departmental assessment methods. In addition, the University's opening of the new residence hall near the Recreation Center will likely generate increased usage of club and intramural sports.

Table 1. Intramural Athletics Metrics										
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
IM Teams	Teams	%	Teams	%	Teams	%	Teams	%	Teams	%
Female	76	14%	45	9%	52	13%	45	11%	43	17%
Male	355	66%	343	69%	301	-13%	251	66%	124	50%
Co-Rec	108	20%	100	22%	96	-4%	80	21%	80	33%
Total	539	-31%	488	-8%	449	-10%	376	-19%	247	-52%
*IM Participants		%		%		%		%		%
Female	1291	23%	1207	23%	1346	10%	1119	25%	871	32%
Male	4289	77%	4047	77%	3973	-1%	3238	75%	1887	68%
Total	5580	5%	5254	-6%	5319	-1%	4357	-22%	2758	-58%
IM Participants		%		%		%		%		%

Female	4953	22%	4143	23%	4223	1%	2805	19%	2480	23%
Male	17891	78%	13959	77%	12949	-0.7%	11975	81%	8280	77%
Total	22844	8%	18102	-21%	17172	-5%	14780	-16%	10760	-37%
Sport Club Participants	25 Clubs	%	33 Clubs	%	28 Clubs	%	20 Clubs	%	17 Clubs	%
Female	146	27%	196	36%	161	-21%	177	41%	115	31%
Male	399	73%	353	64%	263	-34%	249	59%	256	69%
Total	545	29%	549	1%	424	-29%	426	0.04%	371	-14%

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

The number of teams in 2017-2018 decreased by 52% from 2016-2017 totals. Women's teams decreased by 0.05% and men's teams dropped by 49% respectively.

Due to our facility expansion/renovations, the Greek Pause, and Hurricane Irma during Fall 2017 these situations account for most of the decrease in team and participation numbers. We are following a national trend to transition from Co-Rec and men's/women's only leagues to Open League play for all.

Women's Sports Club participants decreased by 53% and the overall number of both women's and men's Sport Club participants decreased by 14%. This deduction was caused by three of our clubs becoming inactive for the school year.

4. STUDENT FINANCIAL ASSISTANCE

FIU instituted a new program for low income students in the 2017-2018 Academic Year. Golden Promise guaranteed 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 University Scholarships and Grants. Renewal requires a 2.0 GPA and completion of 30 credits each academic year inclusive of Summer Term. Close to 1,500 2017-2018 entering freshman qualified and after the Spring term close to 1,300 are still on track to stay in the program.

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 table below illustrates the University's favorable comparison when applying the 80% threshold.

The most recent national data for 2016 shows that 82.8% 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 (103%), students receiving federal grants (137%), students receiving state grants (109%), and students receiving institutional grants (155%).

Table 1. 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
2016: National Avg*	83.1	36.4	36.5	48.9	47.1	\$4723	\$3989	\$5997	\$6840
2016: FIU Avg**	86	50	40	76	31	\$5098	\$2378	\$2530	\$6126
FIU/National Avg	1.03	1.37	1.09	1.55	n/a	1.07	0.59	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 2016, Student Financial Aid component.									
**Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2016.									

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.

5. 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.

Our residential communities are rich, alive and dynamic environments that are designed to enable all individuals to develop and grow to their full potential. All members of the community are encouraged to live by these principles, so that we can foster a successful learning environment.

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 1. RESIDENTIAL STUDENTS DEMOGRAPHICS				
CLASSIFICATION	FALL 2017		SPRING 2018	
	COUNT	PERCENT	COUNT	PERCENT
GENDER				
Females	2181	59.90%	2179	59.68
Males	1460	40.10%	1454	40.12
Unspecified			7	19.17
ETHNICITY				
Black	1209	33.20%	1192	32.64%
Asian	171	4.69%	196	4.76%
Hispanic	1248	34.27%	1294	35.44%
Native American	9	0.24%	10	0.27%
Not Reported	4	0.11%	6	0.16%
Other	378	10.38%	387	10.59%
White	626	17.19%	588	16.10%
AGE				
15-17	4	0.11%	10	0.27%
18-20	1935	53.14%	2028	55.54%
21-25	1592	43.72%	1507	41.27%
26-30	79	2.16%	72	1.97%
31-over	31	0.85%	28	0.76%
	FALL 2017		SPRING 2018	
FOSTERING PANTHER PRIDE	COUNT	PERCENT OF POPULATION	COUNT	PERCENT OF POPULATION
	64	1.76%	65	1.81%
	FALL 2017		SPRING 2018	
STUDENTS REGISTERED WITH THE DRC	COUNT	PERCENT OF POPULATION	COUNT	PERCENT OF POPULATION
	104	2.86%	101	2.77%

Diversity Program Initiatives and Highlights for the 2017-2018 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.

The programming model for Residential Life during the 2017-2018 Academic year had the following outcomes for programs and activities focusing on Diversity:

- LGBTQ+ - Residents will develop an understanding of the challenges and experiences of the LGBTQ+ population.
- Disability Awareness - Residents will develop an understanding of the challenges and experiences of individuals with disabilities.
- Gender Diversity - Residents will gain an understanding of identities on the gender spectrum.
- Religious Diversity - Residents will develop an understanding of the challenges and experiences of individuals of different religious beliefs.
- Body Positivity - Residents will gain an appreciation of diverse body types and aesthetics.
- Marginalized Identities - Residents will develop an understanding of the challenges and experiences of marginalized populations which may include racial, economic, intellectual, or other identities.
- Hot Topics and Current Events - Residents will be able to identify and discuss current topics and/or events related to diversity, identity, or privilege.

The programming model for Residential Life during the 2017-2018 Academic year had the following outcomes for programs and activities focusing on Global Learning:

- Global Issues - Residents will develop an understanding of local, national, and/or global issues.
- Sustainability - Residents will learn about best practices and sustainable strategies that can be used to have a positive impact on the environment.
- Citizenship - Residents will gain information and resources to develop themselves as a global citizen through activism, political participation, or community service.
- Global Communications and Connections - Residents will learn how to communicate or connect on a global level.

- International Arts - Residents will be exposed to visual and/or performing arts from around the world.
- Traditions, Rituals, and Culture - Residents will learn about traditions, rituals, and/or cultures from around the world.
- Hot Topics and Current Events - Residents will be able to identify and discuss current topics and/or events related to international issues and/or global news.

There was a total of 166 global/diversity programs conducted in the residential areas during the 2017-2018 academic year. These were accomplished through various collaborative efforts with other campus partners and through a series of passive programs and initiatives (i.e. poster campaigns and hall bulletin boards).

Residential Life Committees

Diversity Committee

The Diversity Committee hosted the following programs:

- “Tunnel of Oppression” - gave students an opportunity to immerse themselves into the experiences of several marginalized groups.
- “Miami Nights”- interactive experience that highlighted income disparities in Miami; Miami ranked #1 two years in a row as the city with the greatest income disparity in the United States.

Global Learning Committee

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

Future Initiatives

During the 2017-2018 academic year, FIU Housing and Residential Life began planning a curricular approach for our students living in our on-campus housing for the 2018-2019 year. Highlights of this new approach include:

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.*

6. STUDENT EMPLOYMENT

FIU offers a significant amount of employment opportunities for our students. In fact, a large portion of our employee population (approximately 40%) is made up of students. A study in the FIU libraries has demonstrated a strong correlation between on-campus jobs and graduation success.

Therefore, this past year, the University launched “Career Ready” to increase structure and formalize student employment opportunities. This program developed by a multi-disciplinary team from Human Resources, Academic and 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, which will assist students once they graduate.

The following table includes the number of student employees at all FIU campuses in the 2017-2018 academic year, based on their gender, ethnicity, and campus department. Employment is either through temporary employment or Federal Work Study.

Table 1. Total Number of Student Employees by Sex - All FIU Campuses	
Females	2667
Males	1944
Unknown	0
Total	4611

Table 2. Total Number of Student Employees by Ethnic Group - All FIU Campuses	
American Indian/Alaska Native	8
Asian	150
Black/African American	793
Hispanic/Latino	2788
Not Reported	442
Native Hawaiian/Other Pacific Islander	2
White	352
Two or More Races	76
Total	4611

7. EDUCATIONAL AND WORK ENVIRONMENT

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

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

PART IV. GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS

Table 1. Sex Equity in Athletics Update

Element	Assessment	Area for Improvement?
1. Sports offerings	FIU sponsors eleven Division I sports for women and seven Division I sports for men. Currently, the University sponsors every women's sport with a championship offered by Conference USA and offers beach volleyball which competes in the Costal Collegiate Sports Association (CCSA). In addition, we secured an outside consultant in 2017 and conducted a gender equity review of the program and determined compliance under the third prong of accommodation of interest and abilities.	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	In 2017-18 the Athletic Department continued efforts to increase the participation rates of female versus male student-athletes. Although female participation rates are lower than female undergraduate enrollment the participation rates are keeping up with the rising female enrollment rates. The enrollment of female undergraduate students increased from 56% in 2015 to 57% in 2016 and increased to 57.4% in fall 2017. The female student-athlete participation rate also increased from 50.1% in 2015 to 50.9% in 2016 and the trend continues in 2017 to 51.3%. Narrative describes initiatives to improve the ratio.	✓
3. Availability of facilities, defined as locker room, practice, and competitive facilities	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 (in construction for new lockers and lounge), and women's track & field. The department continues with the plans on an ongoing basis to improve facilities for our student-athletes. New construction began in December on the home of our softball program. The building is adjacent to our softball stadium (first base line) and women's short course golf area and will have locker rooms, lounge, coach's offices, a training room, and public restrooms. The building that currently houses our softball and tennis teams will be renovated for the women's tennis and golf programs. This project will be completed fall 2018. The softball, golf, and tennis locker rooms/lounges are in construction (softball) or newly renovated upgrade to existing locker room (baseball, golf and tennis). All programs train and compete in equitable facilities.	
4. Scholarship offerings for athletes	FIU provides the maximum NCAA permissible scholarships for each of our women's sports.	
5. Funds allocated for:		
a) The athletic program as whole	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.	
b) Administration	Funds allocated for administrators are comparable and without regard to gender.	
c) Travel and per diem allowances	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 travel 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 a good student-athlete experience.	
d) Recruitment	Funds allocated for recruiting are comparable for both the women's and men's sport programs. All programs have successfully recruited, regionally, nationally and internationally.	
e) Comparable coaching	Experience and number of coaches available in women's programs are comparable to their male counterparts.	
f) Publicity and promotion	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. Materials for promotion (i.e., posters, schedule cards) are equitable among like sports.	
g) Other support costs	Student-athlete development and Panther Gold 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.	
6. Provision of equipment and supplies	Each sport is provided the equipment and supplies necessary to compete in an equitable manner. Results from experience surveys indicate student-athletes from all sports regardless of gender would want more practice and training gear. We will continue efforts to enhance opportunities through our Adidas partnership.	
7. Scheduling of games and practice times	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.	
8. Opportunities to receive tutoring	An academic coordinator is assigned to each of the FIU athletic teams. A full-time SAAC staff member oversees a staff of approximately 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.	
9. Compensation of coaches and tutors	Coaches are compensated equitably when compared to their Conference USA counterparts. Differences in pay between male and female coaches are driven by market value in that particular sport. All tutors, independent of	

	assignments to students, teams or gender are paid equivalently and are selected to work with our student-athlete population after a rigorous selection process. During the interview process, all potential tutors are reviewed by the SAAC Tutor Coordinator where they must meet the qualifications for their specific content area.	
10. Medical and training services	Each sport is assigned a Certified Athletic Trainer (CAT), and women's and men's teams have equal access to the training room facilities and CAT's. We have a partnership with Baptist South Florida and provide second-to-none quality physicians and surgeons for all our student-athletes medical needs. All student-athletes have equal access to treatment, referrals, rehabilitation, and any medical care needed.	
11. Housing and dining facilities and services	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.	

Table 2. Sex Equity in Athletics- Areas for Improvement

Areas for improvement	Program for Improvement	Timetable
Participation Rates	Full scholarship opportunities were offered for all women's programs in 2017-2018. The department will continue to work on the participation rates by encouraging female participation throughout all eleven women's sport programs while capping the male rosters of the seven men's sport programs.	Ongoing through 2017-2018 and 2018-2019

Areas of Improvement from 2017 Report and Achievement of Improvement Reported in 2018

Areas of Improvement Pertaining to Sex Equity in Athletics Identified in 2018 Report	Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in 2017 Report
Although the female participation rate (51.3% up from 50.9%) continues to trend in narrowing the gap of the female undergraduate enrollment the rate (57.4% up from 57%) remains greater than the allowable 3% difference. In 2017-18 the student-athlete male participation rate decreased while the female participation rates increased, as the trend continues (4th consecutive year) with a higher rate of female participation and a higher rate of female student enrollment. 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 in 2018-2019.	Our women's programs and student-athletes continue to thrive, led by our swimming and diving program which won its fourth consecutive Conference USA Championship in 2018. The dominant performance by the swimming and diving team scored the highest score in Conference USA history. The lady panthers won 14 first-place medals. FIU swept the Conference USA Superlative awards as Naomi Ruele earned C-USA Swimmer of the Year, Rebecca Quesnel was the C-USA Diver of the Year, Rachel Foord was the C-USA Freshman Diver of the Year and Sara Gyertiffanny was the C-USA Freshman Swimmer of the Year. Head Coach Randy Horner was also named C-USA Swim Coach of the Year while Rio Ramirez was the C-USA Diver of the Year.

FIU women's tennis won the 2018 Conference USA Championships. Tennis Senior Andrea Lazaro won the 2017 Oracle ITA National Fall Championship and made the semifinals in the 2017 Riviera ITA All American Championship. During the season she also reached the highest Oracle/ITA singles ranking in FIU history of No. 2. In the NCAA Singles Championships, Andrea became the only player in FIU history to reach the quarterfinal round. The doubles team of Maryna Vexler and Ulyana Grib also earned an automatic bid to the NCAA Championships ranked no. 19 in the nation. With her first C-USA Championship Head Coach Katarina Petrovic was named C-USA Coach of the Year.

Sophomore High Jumper Clarissa Cutliff earned Second-Team All-America honors following her performance in the high jump at this year's NCAA Division I Indoor Track and Field Championships. In addition, she won C-USA championships in both indoor and outdoor. She followed that up with Second Team All-America honors, sharing 12th-place in the in the high jump finals in the NCAA Outdoor Track and Field Championships.

During the 2017-18 academic year the FIU student-athletes recorded the highest overall grade-point-average 3.23 (3.20 previous year) on record. In spring, 301 (254 previous year) student-athletes registered GPA's of 3.0 or better and 103 Panthers were named to the FIU Dean's list recording GPA's over a 3.5.

Construction began in December for the new building to house locker rooms/lounge, coaches' offices, public restrooms and training room for our women's softball program. As part of the construction, a locker room and lounge will be added for the women's golf program. In addition, the current locker room facility for the tennis and beach volleyball teams will be undergoing an upgrade and renovation during the 2017-2018 year. The beach volleyball team will also have lounge, coach's office and restroom facility added adjacent to the beach courts.

Table 3. Student Athletes by Gender, 2017-2018

	Male	Female	Total
Number	228	240	468
Percent of Total	48.7%	51.3%	100%

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

Overall Effectiveness

The Department of Intercollegiate Athletics at Florida International University is committed to ensuring equity and Title IX compliance. Our student-athletes are offered highly effective and quality services that include sports medicine, strength and conditioning, academic support and

success services. The student-athlete population has performed extremely well academically as our student-athletes have posted their highest overall grade-point-average (3.23) on record. In addition, 301 have been named to the FIU and Conference USA Academic Honor Roll for a 3.0 or higher.

In 2017-18 the Athletic Department continues efforts to increase the participation rates of females versus male student-athletes. Proactively inviting walk-ons to our eleven female sports programs and placing a roster cap on the seven male sports will continue to be methods of managing and monitoring progress in this area. Our coaching staff is cognizant of our participation number goals and will assuredly continue efforts to increase the female participants for the 2018-2019 year. These strategies along with continuing to work to recruit and hire top-level head coaches for women's sports to attract more female student-athletes continue be implemented and will continue to impact in narrowing the gap.

The department continues with the plans on an ongoing basis to improve facilities for our student-athletes. The new construction began in December 2017 on the home of our softball program. The building is adjacent to our softball stadium (first base line) and women's short course golf area and will have locker rooms, lounge, coach's offices, a training room, and public restrooms. The building that currently houses our softball and tennis teams will be renovated for the women's tennis and golf programs. This project will be completed fall 2018.

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

Table 4. Female Enrollment Rates Compared to Participation Rates 2016-2017 and 2017-2018			
Female Athletes	2016-2017	2017-2018	Gap Variance
Enrollment	57	57.4	0.4%
Participation	50.09	51.3	0.4%

According to the above table, in Fall 2017, females were 57.4% (up from 57%) of students enrolled full-time at FIU compared to 51.3% (also up from 50.9%) of student-athletes. Although percentage of female athletic participants are trending up, the component does not meet compliance (over a 5% gap) due to the enrollment increasing at the same rate. The coaches of our women's sports continue to advertise and recruit walk-ons for our women's teams.

PART V. EMPLOYMENT REPRESENTATION

Table 1. Category Representation – Tenured Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	NR*	Female	Male	Total
Number, Fall 2018	8	26	1	114	65	1	295	0	0	158	352	510
Number, Fall 2017	8	23	1	104	62	0	272	0	0	141	329	470
1YR Percentage Change	0.0%	13.04%	0.0%	9.62%	4.84%	N/A	8.46%	N/A	N/A	12.06%	6.99%	8.51%
Number, Fall 2013	8	31	2	88	63	0	273	0	0	144	321	465
5YR Percentage Change	0.0%	-50.0%	-50%	29.55%	3.17%	N/A	8.06%	N/A	N/A	9.72%	9.66%	9.68%

*NR=Not Reported

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.

The University has been successful in improving the decline of retained Black tenured faculty by 13% since the last report. The trend of overall tenured female faculty continues to increase thanks in part to the faculty development initiatives led by our Office to Advance Women, Equity and Diversity (AWED). From last year, our retention grew by 12% with an overall increase since 2013 of over 9.5%. We have also seen great growth across-the-board thanks to our recent effort to continue promoting faculty equity and diversity with no adverse impact to the male population who also grew by nearly 7%. FIU has sustained and slightly grown in our number of Asian and Hispanic tenured faculty. FIU's Office of Faculty and Global Affairs (OFGA) will continue to provide guidance and resources for our faculty's career growth and development to maintain this year's numbers and our overall trend in the recent years.

Table 2. Category Representation – Tenure-Track Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	NR*	Female	Male	Total
Number, Fall 2018	34	8	2	33	18	0	107	0	0	89	113	202
Number, Fall 2017	36	8	1	39	21	0	119	0	0	98	126	224
1YR Percentage Change	-5.56%	0%	100%	-15.38%	-14.29%	N/A	-10.08%	N/A	N/A	-9.18%	-10.32%	-9.82%
Number, Fall 2013	44	11	2	43	20	0	121	0	0	103	138	241
5YR Percentage Change	-22.73%	-27.27%	0.0%	-23.26%	-10.00%	N/A	-11.57%	N/A	N/A	-13.59%	-18.12%	-16.18%

*NR=Not Reported

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 has been an overall decline in tenure-track faculty across the various disciplines. Since we have seen an increase in tenure-track faculty achieving tenure, there has been an adverse impact

on the number of tenure-track faculty hired throughout the years. We have seen a slightly higher decline in male tenure track faculty than in our women tenure-track faculty, which our United Faculty of Florida FIU chapter (UFF-FIU) aims to address by working with our various faculty development offices such as AWED and OFGA. One of the programs offered by these offices includes 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.

Table 3. Category Representation – Non-Tenure-Earning Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	NR*	Female	Male	Total
Number, Fall 2018	39	45	2	34	173	0	258	8	0	297	262	559
Number, Fall 2017	40	43	2	32	148	0	261	6	0	275	257	532
1YR Percentage Change	-2.50%	4.65%	0.0%	6.25%	16.89%	N/A	-1.15%	33.33%	N/A	8.0%	1.95%	5.08%
Number, Fall 2013	43	36	0	26	110	0	254	3	0	247	225	472
5YR Percentage Change	-9.30%	25.0%	N/A	30.77%	57.27%	N/A	1.57%	166.67%	N/A	20.24%	16.44%	18.43%

*NR=Not Reported

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 has been an overall increase in non-tenure earning faculty in the last year with a total increase of nearly 10%. We've seen a greater diverse population of non-tenure earning faculty which adversely impacts the white population whose decline was of a little over 1%. FIU hopes to address the declining rates in non-resident alien faculty which fell by 2.5% by providing central immigration support within the Office of the Provost, Planning and Finance. This would provide our non-tenure earning non-resident alien faculty with the resources and tools to ensure their visa status remains active and accurate while at FIU allowing them to focus on their professional development and faculty career.

Table 4. Category Representation – Executive/Administrative/Managerial

	NRA	B	AI/AN	A	H	NH/ OPI	W	≥ Two	NR*	Female	Male	Total
Number, Fall 2018	2	117	1	36	470	0	308	7	0	575	366	941
Number, Fall 2017	4	113	1	34	467	0	311	5	0	561	376	937
1YR Percentage Change	-50.0%	3.54%	0%	5.88%	0.64%	N/A	-0.96%	40%	N/A	2.50%	-2.66%	0.43%
Number, Fall 2013	8	81	1	26	329	0	329	1	0	463	315	775
5YR Percentage Change	-75.0%	44.44%	0	38.46%	42.86%	N/A	-6.38%	700%	N/A	24.19%	16.19%	21.42%

*NR=Not Reported

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.

We have seen a recent increase in 2.5% in female representation, as well as an increase of 3.5% Black, 5.9% Asian and .6% Hispanic representation. These increases can be attributed to the University providing various opportunities for faculty's executive/administrative/managerial career development, including partnering with Lynda course (provides FIU faculty, staff and students access to an online video library that features business, software, technology and creative skills), LinkedIn courses, and in-house professional development programs which have helped usher in an overall increase of over 21% in the last year. One of the in-house resources includes the FIU's Chair Advisory Council which defines the role of the chair as a chief executive officer and promotes awareness, and shared mission and purpose, while giving them a platform to discuss issues and ideas related to departmental governance and management.

PART VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT

Enrollment

Areas for Improvement pertaining to Student Enrollment	Achievement Report pertaining to Student Enrollment
<p>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. Strive for College provides college partners with the opportunity to connect with students and mentors through an online learning community and face-to-face interaction. FIU is highlighted on the “I’m First!” website and in the “I’m First” Guide to College. FIU will also benefit from professional development initiatives such as best-practice webinars and a supportive learning community with like-minded institutions providing equity and access to higher education. See striveforcollege.org for additional details.</p> <p>Raise.Me The Office of Admissions incorporates the micro-scholarship program, Raise.Me into early college awareness programs to help educate high school students and families about the benefits of high school academic performance and extra-curricular activities. We also implemented the micro-scholarship program at all members of the Florida State College System. Micro-scholarships help to remove the perception of financial barriers to a college education for many students and families.</p> <p>Other Efforts Worked with MDCPS to increase opportunities to bring the College Advisors from the County to FIU. CAP Advisors participated in the fall State University System tour at FIU and the College Board Workshop. They also held two professional development meetings on campus, one at MMC and one at BBC. Eight of the CAP Advisors came to FIU to participate in the MLK Remembrance Breakfast.</p>	<p>FIU will continue to show impactful ways in the overall number of undergraduate degrees awarded across each ethnic category except for “Not reported” (decreased by 2%) and American Indian (no change).</p>

Participation and presentation at the National Association for College Admission Counseling's Guiding the Way to Inclusion Conference; and 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.

The Office of Admissions participates in community events held by the 5000 Role Models of Excellence, I Have a Dream, Silver Knight Foundation, 100 Black Men, Miami Arts & Overtown Youth Center and *The Veteran Journal*.

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.

Our largest C4S partners continue to be Miami Dade College (MDC), Broward College (BC), and Palm Beach State College (PBSC). In addition to the *invited* student cohort—that is students who apply to FIU, but do not meet admission criteria—C4S expanded access in 2017-2018 by adding two additional entry points: (1) high school students who did not apply to FIU, but who planned to attend an FCS state/community college to earn the AA degree and then transfer to FIU; and (2) students already enrolled at an FCS state/community college pursuing the AA degree and who planned to transfer to FIU.

Due in large part to the admissions guarantee, as well as the cost-savings of starting at a state/community college, C4S continues to see a higher percentage of Black or African American and Hispanic/Latino students. In fact, in late 2017, C4S partnered with FIU's Education Effect to recruit in partner high schools in underserved communities plagued

<p>by low income and high unemployment. Our efforts resulted in a 180% increase in students joining C4S immediately after high school—from 50 in 2017 to 140 in 2018.</p> <p>FIU Bridge Advisors housed at MDC, BC, and PBSC continue to provide pre-transfer advising, which is helping students mitigate the excess hour surcharge and graduate from FIU in 3 to 4 years.</p> <p>In 2018, C4S added three additional Bridge Advisors to focus on humanities majors as part of a grant aimed to increase the number of minority students pursuing degrees in the humanities. A similar grant-funded effort is underway to support underserved students pursuing STEM degrees.</p>	
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Athletics

Areas for Improvement Pertaining to Athletics	Achievement Report Pertaining to Athletics
Full scholarship opportunities were offered for all women's programs in 2017-2018. The department will continue to work on the participation rates by encouraging female participation throughout all eleven women's sport programs while capping the male rosters of the seven men's sport programs	Construction began in December for the new building to house locker rooms/lounge, coaches' offices, public restrooms and training room for our women's softball program. As part of the construction, a locker room and lounge will be added for the women's golf program. In addition, the current locker room facility for the tennis and beach volleyball teams will be undergoing an upgrade and renovation during the 2017-2018 year. The beach volleyball team will also have lounge, coaches' office and restroom facility added adjacent to the beach courts.

Employment

Areas for Improvement Pertaining to Employment	Achievement Report Pertaining to Employment
FIU will continue its recruitment efforts for employees with disabilities and veterans. FIU aims to achieve and sustain faculty equity and diversity. The University will continue efforts to increase applicant pools, advertise in minority publications, and outreach to minority faculty.	FIU made <i>The Chronicle of Higher Education's</i> 2018 "Great Colleges to Work For®" list with Honor Roll designation for the third consecutive year. This is the fourth time FIU has been recognized by <i>The Chronicle</i> . FIU received Honor Roll distinction in 10 categories, including diversity.

Protected-Class Representation in the Tenure Process

FIU hopes to address the declining rates in non-resident alien faculty by providing central immigration support within the Office of the Provost, Planning and Finance. This would provide support aids to our non-tenure earning non-resident alien faculty with the resources and tools to ensure their visa status remains active and accurate throughout their careers moves while at FIU allowing them to focus on their professional development and faculty career.

Promotion and Tenure Committee Composition

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

PART VII. PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS AY 2017-2018

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	3	0	0	0	3
Black/African American	2	0	0	1	1
Hispanic	2	0	0	0	2
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	0	0	1	10
Other, Not Reported	0	0	0	0	0
Total Male (include Other, Not Reported)	18	0	0	2	16
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	0	0	4
Black/African American	1	0	0	0	1
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	7	0	0	0	7
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (include Other, Not Reported)	12	0	0	0	12
GRAND TOTAL	30	0	0	2	28

Legend

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

PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION
AY 2017 – 2018

	Black/ African American		American Indian/ Alaskan Native		Asian		Native Hawaiian/ Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
Type of Committee	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No University- wide committee																		
College of Communicatio n, Architecture and the Arts	0	0	0	0	1	0	0	0	3	0	0	0	1	3	0	0	5	3
College Committee	0	0	0	0	0	0	0	0	1	0	0	0	3	3	0	0	4	3
Biology	0	0	0	0	0	0	0	0	1	1	0	0	3	4	0	0	4	5
English	0	3	0	0	0	0	0	0	0	0	0	0	14	12	0	0	14	15
Mathematics and Statistics	3	0	0	0	10	4	0	0	1	0	0	0	11	1	0	0	25	5
Philosophy	0	1	0	0	0	0	0	0	0	0	0	0	4	3	0	0	4	4
Psychology	0	1	0	0	1	0	0	0	1	1	0	0	10	5	0	0	12	7
Teaching and Learning	0	1	0	0	2	1	0	0	0	2	0	0	5	5	0	0	7	9
Leadership and Professional Studies	0	0	0	0	1	2	0	0	0	2	0	0	4	3	0	0	5	7
College of Communicatio n, Architecture and the Arts																		
College Committee	0	0	0	0	1	0	0	0	3	0	0	0	1	3	0	0	5	3
Art + Art History	0	0	0	0	1	0	0	0	1	0	0	0	3	3	0	0	5	3
Communication	0	0	0	0	0	1	0	0	0	0	0	0	1	2	0	0	1	3
Music	0	0	0	0	0	0	0	0	2	0	0	0	6	1	0	0	8	1
Theatre	0	0	0	0	0	0	0	0	1	0	0	0	3	1	0	0	4	1
College of Business Administration																		
College Committee	0	0	0	0	3	0	0	0	1	0	0	0	0	1	0	0	4	1

School of Accounting	1	1	0	0	4	1	0	0	0	0	0	0	2	2	0	0	7	4
Management and International Business	1	0	0	0	3	1	0	0	3	1	0	0	3	3	0	0	10	5
College of Engineering and Computing																		
College Committee	0	0	0	0	3	0	0	0	0	0	0	0	3	1	0	0	6	1
Civil and Environmental Engineering	0	0	0	0	5	2	0	0	1	0	0	0	1	1	0	0	7	3
Mechanical and Material Engineering	1	0	0	0	4	1	0	0	0	0	0	0	5	0	0	0	10	1
Biomedical Engineering	0	0	0	0	4	1	0	0	0	0	0	0	2	1	0	0	6	2
School of International Affairs																		
College Committee	0	0	0	0	0	2	0	0	0	2	0	0	4	0	0	0	4	4
Global and Sociocultural Studies	2	1	0	0	0	1	0	0	3	1	0	0	11	4	0	0	16	7
Criminal Justice	0	0	0	0	0	1	0	0	2	0	0	0	3	3	0	0	5	4
Politics and International Relations	0	0	0	0	1	1	0	0	3	0	0	0	11	3	0	0	15	4
College of Law																		
College Committee	1	0	0	0	0	1	0	0	3	2	0	0	7	4	0	0	11	7
College of Medicine																		
College Committee	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0
Psychiatry	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0

PART IX. OTHER REQUIREMENTS

A. Budgetary Incentive Plan

FIU is committed to a diverse workforce where the contributions of each member of our faculty, administration, and staff are respected and valued. Our objective is to provide current and potential employees with an equal opportunity to compete for employment and advancement opportunities. Our diverse student body of more than 56,850 students from more than 154 countries is reflective of the world around us. FIU will continue to take affirmative steps to ensure that we maintain a diverse workforce to educate and serve our diverse student body.

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

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

B. President's Evaluation

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

The BOT Governance Committee provided President Rosenberg with a written assessment of its evaluation, and the Committee presented its written assessment and recommended performance rating for BOT Full Board for approval. Claudia Puig, Chair of the BOT, led the discussion on the University's 2017-2018 Annual Accountability Plan and the President's performance during AY 2017-2018.

2019 Equity Report Contributors

Special thanks to the following individuals for their contributions to the 2019 Equity Report:

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Enrollment Management & Services

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Southern Association of Colleges and Schools
Commission on Colleges
(SACSCOC)
Reaffirmation Presentation

September 5, 2019

Executive Summary

Dr. Belle Wheelan, President of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), will be presenting to the FIU Board of Trustees (the BOT) on the SACSCOC reaffirmation process, the quality enhancement plan, and the new accreditation standard of board self-evaluation. The purpose of the presentation is to provide the BOT an opportunity to engage with Dr. Wheelan as we prepare for the submission of our Compliance Certification Report due September 8, 2020 and our reaffirmation on-site visit scheduled for March 16-18, 2021.



Belle Wheelan, Ph.D. - Bio

President, Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)

Dr. Wheelan currently serves as President of the SACSCOC and is the first African American and the first woman to serve in this capacity. Her career spans over 40 years and includes the roles of faculty member, chief student services officer, campus provost, college president, and Secretary of Education.

Dr. Wheelan received her Bachelor's degree from Trinity University in Texas (1972) with a double major in Psychology and Sociology; her Master's from Louisiana State University (1974) in Developmental Educational Psychology; and her Doctorate from the University of Texas at Austin (1984) in Educational Administration with a special concentration in community college leadership.

She has received numerous awards and recognition including six honorary degrees; the Distinguished Graduate Award from Trinity University (2002), and from the College of Education at the University of Texas at Austin (1992); *Washingtonian Magazine's* 100 Most Powerful Women in Washington, DC (2001); the AAUW Woman of Distinction Award (2002); the Suanne Davis Roueche National Institute for Staff and Organizational Development's Distinguished Lecturer Award (2007); the John E. Roueche National Institute for Staff and Organizational Development's International Leadership Award (2010); and the AACC Leadership Award (2011); the John Hope Franklin Award from *Diverse Issues in Higher Education* for outstanding leadership in higher education; and the Educational Testing Service (ETS) Terry O'Banion Prize in Education from the League for Innovation in Community Colleges.

She holds and has held membership in numerous local, state and national organizations including Rotary International; Alpha Kappa Alpha Sorority, Inc.; the American College Testing, Inc., Board of Directors; American Association of Community Colleges, Board of Directors; the Lumina Foundation for Education, Board of Directors; the President's Round Table of the National Council on Black American Affairs; the National Black College Alumni Hall of Fame, Board of Directors; *Excelencia* in Education, Board of Directors; National Society of Collegiate Scholars, Community College Honorary Board; Next Generation Learning Challenges, Advisory Panel; Project GOALS (Gaining Online Accessible Learning Through Self-Study); and the National Student Clearinghouse, Board of Directors.

SACSCOC Overview

- Recognized regional accrediting body in 11 states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees
- Responsible for assuring the educational quality and improvement of the effectiveness of member institutions
- When an institution has earned accreditation by SACSCOC, it signifies that it has “a purpose appropriate to higher education and has resources, programs, and services sufficient to accomplish and sustain that purpose.”
- Accreditation status determines eligibility for Title IV funds (student financial aid)
- SACSCOC works to influence legislation and regulations that impact the work of member institutions

Philosophy of Accreditation

- Participation in the accreditation process is voluntary and is an earned and renewable status.
- Member institutions develop, amend, and approve accreditation requirements.
- The process of accreditation is representative, responsive, and appropriate to the types of institutions accredited.
- Accreditation is a form of self-regulation.
- Accreditation requires institutional commitment and engagement.
- Accreditation is based upon a peer review process.
- Accreditation requires an institutional commitment to student learning and achievement.
- Accreditation acknowledges an institution’s prerogative to articulate its mission, including a religious mission, within the recognized context of higher education and its responsibility to show that it is accomplishing its mission.
- Accreditation requires institutional commitment to the concept of quality enhancement through continuous assessment and improvement.
- Accreditation expects an institution to develop a balanced governing structure designed to promote institutional integrity, autonomy and flexibility of operation.
- Accreditation expects an institution to ensure that its programs are complemented by support structures and resources that allow for the total growth and development of its students.

The Principles of Accreditation: Foundations for Quality Enhancement

- Section 1: The Principle of Integrity
- Section 2: Mission
- Section 3: Basic Eligibility Standard
- Section 4: Governing Board
- Section 5: Administration and Organization
- Section 6: Faculty
- Section 7: Institutional Planning and Effectiveness
- Section 8: Student Achievement
- Section 9: Educational Program Structure and Content
- Section 10: Educational Policies, Procedures, and Practices
- Section 11: Library and Learning/Information Resources
- Section 12: Academic and Student Support Services
- Section 13: Financial and Physical Resources
- Section 14: Transparency and Institutional Representation

Reaffirmation

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), requires its accredited institutions to undergo a comprehensive decennial review to ensure that each institution continues to meet member-driven standards of quality. These accreditation standards – formally adopted by member institutions – are found in *The Principles of Accreditation: Foundations for Educational Quality*. The comprehensive review includes the institutional submission of two documents: (1) a Compliance Certification and (2) A Quality Enhancement Plan (QEP).

The *Compliance Certification* is a document completed by the institution that demonstrates its judgment of the extent of its compliance with each of the Commission's Core Requirements and other standards. The Off-Site Reaffirmation Committee conducts the initial review of this document and presents preliminary findings to the institution and the On-Site Reaffirmation Committee.

The *Quality Enhancement Plan* is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue that the institution considers important to improving student learning outcomes and/or student success. The document submitted by the institution demonstrates that its QEP (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement. The On-Site Reaffirmation Committee reviews the document and conducts interviews to determine whether the institution has demonstrated compliance

The success of the reaffirmation process depends upon four paramount concepts:

1. the belief that the accreditation of institutions should be determined through a system of **peer review** whereby institutional effectiveness and quality are evaluated primarily by individuals from institutions of higher education, professional educators whose knowledge and experience enable them to exercise professional judgment,
2. **institutional integrity** evidenced by all information disseminated by institutions seeking reaffirmation being truthful, accurate, and complete and all institutional interactions with constituencies and the public being honest and forthright,
3. commitment to **quality enhancement and continuous improvement**, and
4. **focus on student learning** and on institutional effectiveness in supporting and enhancing student learning.

Governing Board

The institution's governing board holds in trust the fundamental autonomy and ultimate well-being of the institution. As the corporate body, the board ensures both the presence of viable leadership and strong financial resources to fulfill the institutional mission. Integral to strong governance is the absence of undue influence from external sources.

Principle 4.2.g The governing board defines and regularly evaluates its responsibilities and expectations. (*Board self-evaluation*)

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