



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

Wednesday, September 10, 2014

12:30 p.m. **approximate start time*

Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

Committee Membership:

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

Liaison:

Marcos A. Perez, *Foundation Board of Directors*

AGENDA

- | | |
|--|--------------------|
| 1. Call to Order and Chair's Remarks | Michael M. Adler |
| 2. Approval of Minutes | Michael M. Adler |
| 3. Action Item | |
| P1. 2014 Florida Educational Equity Act Report | Shirlyon McWhorter |
| 4. New Business (<i>If Any</i>) | Michael M. Adler |
| 5. Concluding Remarks and Adjournment | Michael M. Adler |

Next Personnel Committee Meeting is scheduled for Wednesday, January 14, 2015

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

September 10, 2014

Subject: Approval of Minutes of Meeting held June 3, 2014

Proposed Committee Action:

Approval of Minutes of the Personnel Committee meeting held on Tuesday, June 3, 2014 at the Modesto A. Maidique Campus, MARC International Pavilion.

Background Information:

Committee members will review and approve the Minutes of the Personnel Committee Meeting held on Tuesday, June 3, 2014 at the Modesto A. Maidique Campus, MARC International Pavilion.

Supporting Documentation: Personnel Committee Meeting Minutes: June 3, 2014

Facilitator/Presenter: Committee Chair Michael M. Adler

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**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
PERSONNEL COMMITTEE
MINUTES
JUNE 3, 2014**

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Personnel Committee meeting was called to order by Committee Chair Michael M. Adler on Tuesday, June 3, 2014, at 10:57 a.m. at the Modesto A. Maidique Campus, MARC International Pavilion.

The following attendance was recorded:

Present:

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

Trustees Jorge L. Arrizurieta, Alexis Calatayud and C. Delano Gray and University President Mark B. Rosenberg were also in attendance.

Committee Chair Adler welcomed everyone in attendance to the meeting.

2. Approval of Minutes

Committee Chair Adler asked that the Committee approve the Minutes of the Meetings held on January 9, 2014 and February 28, 2014. A motion was made and passed to approve the Minutes of the Personnel Committee Meetings held on Thursday, January 9, 2014 and Friday, February 28, 2014.

3. Action Items

P1. Ratification of Memoranda of Understanding (MOU) between FIU and the following unions: United Faculty of Florida (UFF), American Federation of State, County, and Municipal Employees, AFLC-CIO, Council 79 (AFSCME), Dade County Police Benevolent Association for the rank and file (PBA-R&F), and Dade County Police Benevolent Association for the lieutenants (PBA-Lts). The MOUs amend the respective wage articles of each Collective Bargaining Agreement (CBA) to authorize legislatively appropriated raises and bonuses in the 2013-2014 fiscal year only

Senior Vice President of Administration and Chief Financial Officer Kenneth A. Jessell noted that the University entered into MOUs with UFF, AFSCME, PBA R&F and PBA-Lts in order to recognize and reward University employees within those unions by giving them the same compensation package for fiscal year 2013-14 as provided in the across-the-board Legislative increase for all out of unit employees. He added that the MOUs modified the pertinent wage articles with the purpose of furnishing all eligible employees with the legislatively provided raise in the amount of \$1,400/\$1,000, based on the employee's salary, and, if awarded, the legislatively provided bonus in the amount of \$600.

A motion was made and passed that the FIU Board of Trustees Personnel Committee recommend that the Florida International University Board of Trustees ratify the MOUs making changes to the following wage articles:

- UFF: Article 11 Salaries in the FIU-UFF 2011-2014 CBA
- AFSCME: Article 9 Wages (9.4(a) and (b)) in the FIU – AFSCME 2013-2016 CBA
- PBA R&F : Article 9 Wages (9.2a) in the PBA R&F 2011-2014 CBA
- PBA-Lts: Article 9 (9.2A) in the PBA-Lts 2011-2014 CBA

P2. University Goals Report, 2014-15

University President Mark B. Rosenberg noted that 2014-15 Work Plan to the Board of Governors encompassed the 2014-15 University Goals, which he then presented for Committee review. He provided an overview on key initiatives that focus on success in graduation and STEM (Science, Technology, Engineering and Mathematics) enhancement and preparing students for the workforce through participation in internships. He also discussed plans for enrollment and for the implementation of new academic programs in 2014-15. He delineated data that addresses FIU-specific goals and system-wide metrics as emphasized by key performance indicators: academic quality, operational efficiency, and return on investment.

A motion was made and passed that the FIU Board of Trustees Personnel Committee recommend that the Florida International University Board of Trustees adopt the University Goals for the 2014-15 academic year as presented by President Mark B. Rosenberg and as included in the Board materials as the President's goals pursuant to Section 3.2 of his Employment Agreement.

P3. University President's Incentive Goals, 2014-15 Academic Year

President Rosenberg noted that the 2014-15 Incentive Goals capture the University's individuality and continuous strives for improvement. He presented an overview of the Florida Board of Governors' Performance Funding Model and presented seven additional FIU metrics for Committee review, noting that they related to doctoral degree production, total research expenditures, growth of the University's endowment, start-up companies, student internship participation, first generation student graduates and other major one-time priorities not easily quantified, such as the Miami-Dade County Youth Fair & Expo land negotiations.

A motion was made and passed that the Florida International University Board of Trustees Personnel Committee approve the University President's Incentive Goals for the 2014-15 academic year pursuant to Section 4.3 of the President's Employment Agreement.

4. New Business

P4. Ratification of the 2014-2017 Collective Bargaining Agreement Between the Florida International University Board of Trustees (BOT) and the Florida Nurses Association, Office and Professional Employees International Union, Local 713, AFL-CIO (FNA Local 713) and the Memorandum of Understanding (MOU) between the BOT and FNA Local 713 to provide the FNA nurses with the \$600 legislative bonus previously promised to them when the employees were out-of-unit

Sr. VP and CFO Jessell noted that on June 2, 2014, the parties (the FIU BOT and FNA Local 713 CBA) entered into a tentative collective bargaining agreement covering the period of 2014 to 2017 for the nurses working at the Student Health Services (SHS). He added that the MOU recognizes the SHS employees by awarding eligible nurses meeting the applicable criteria with the 2013-14 Legislatively appropriated one time \$600 bonuses as was provided to all other University employees.

A motion was made and passed that the FIU Board of Trustees Personnel Committee recommend that the Florida International University Board of Trustees ratify the 2014-2017 Collective Bargaining Agreement between the Florida International University Board of Trustees and the Florida Nurses Association, Office & Professional Employees International Union, Local 713, AFL-CIO and ratify the MOU between the parties to provide the legislative bonus to the unit employees.

5. Concluding Remarks and Adjournment

With no other business, Committee Chair Michael M. Adler adjourned the meeting of the Florida International University Board of Trustees' Personnel Committee on Tuesday, June 3, 2014, at 11:21 a.m.

Trustee requests:

There were no Trustee requests.

MB
6.19.2014

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Personnel Committee
September 10, 2014

Subject: University Equity Report

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the University Equity 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 2013-14 that encompasses enrollment, gender equity in athletics, and employment.

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

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

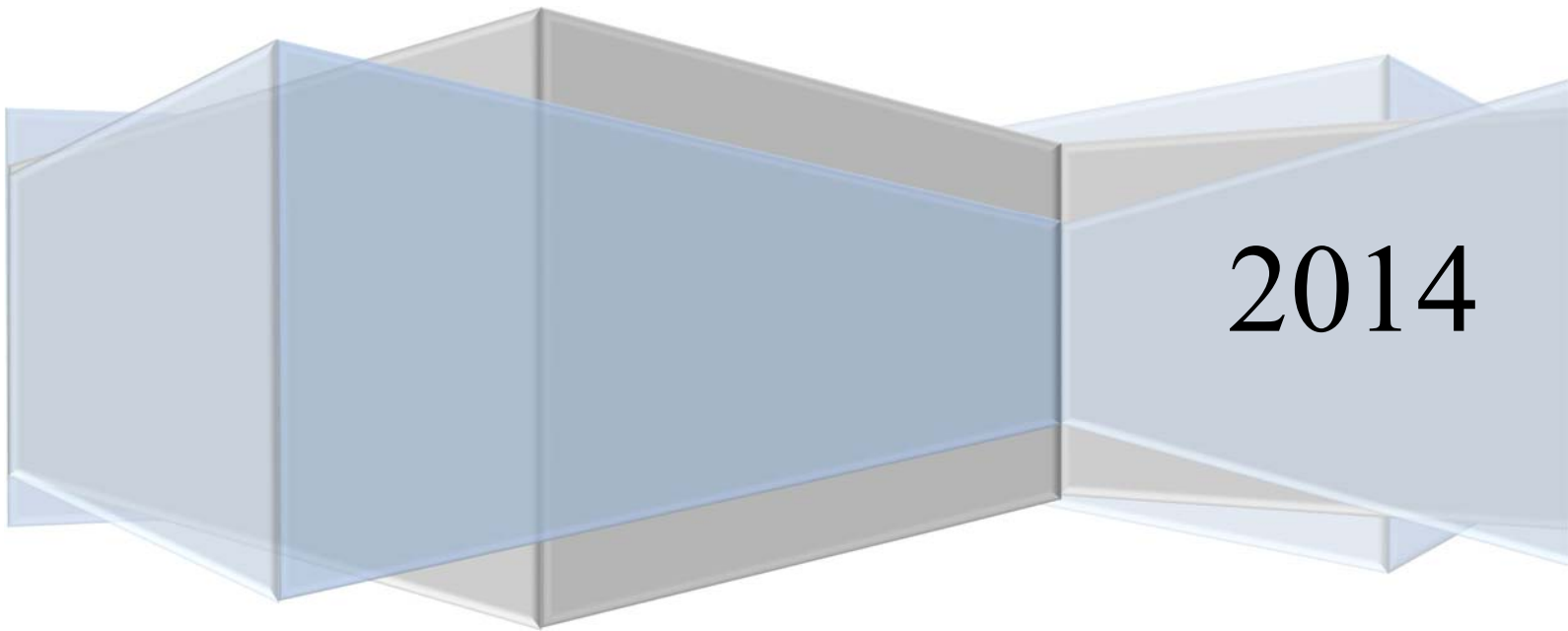
Florida Board of Governors Regulation 2.003 Equity and Access (5) provides that each university shall prepare an annual Florida Equity Report in accordance with Regulation 2.003 and reporting guidelines established by the Board of Governors Office.

Supporting Documentation: 2014 Florida Educational Equity Act Report

Facilitator/Presenter: Shirlyon McWhorter

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2014 FLORIDA EDUCATIONAL EQUITY ACT REPORT



2014

Florida Equity Report:



Data Year: July-June, 2013-2014

Albert Maury
Chairman, Board of Trustees

Date

Dr. Mark B. Rosenberg
University President

Date

Prepared by:

Shirlyon J. McWhorter, Esq., Director
Equal Opportunity Programs & Diversity-PC 321
Florida International University
11200 SW 8th Street, Miami, FL 33199
Phone: (305) 348-2785
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Date Sent:

FLORIDA EQUITY REPORT 2013-2014

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PART I. Executive Summary

Florida International University is a vibrant, student-centered public research university, ideally located in Miami, that is worlds ahead in its commitment to learning, research, entrepreneurship, innovation, and creativity so that our graduates are prepared to succeed in a global market. As Miami's first and only public research university offering bachelor's, master's, and doctoral degrees, FIU is worlds ahead in its service to the academic and local community. FIU is the fourth largest public university in the nation with a diverse student body of 54,000, and more than 115,000 FIU alumni who live and work in South Florida. Furthermore, FIU's dynamic student body reflects the vibrant diversity of South Florida as reflected in the demographics below:

61% Hispanic
15% White Non-Hispanic
13% Black Non-Hispanic
4% Asian or Pacific Islander
7% Other minority groups
56% Female
44% Male

In addition to its diverse ethnic groups, the University serves a large percentage of economically disadvantaged students. Nearly 50 percent of all undergraduate students at FIU receive financial aid, and nearly 60 percent of those financial aid recipients come from families with annual household incomes under \$30,000.

The Annual 2013-2014 Florida Educational Equity Act (FEEA) report encompasses three areas: Enrollment, Gender Equity in Athletics, and Employment as required by Florida Statutes. The FEEA Report is prepared by the Equity Report Committee, submitted by FIU's Director of Equal Opportunity Programs and Diversity (EOPD), and approved by the President and the University's Board of Trustees. In addition, the report is presented to the Personnel Committee, a subcommittee of the University Board of Trustees, before it is approved by the full Board. The guidelines for this report were provided by the Florida Board of Governors (BOG). EOPD assembled a committee comprised of representatives from Student Affairs, Academic Affairs, Athletics, Human Resources and other offices to work on this report. EOPD collected the information from individual committee members in order to prepare this report.

The University's Equity Report reflects initiatives and progress made over the past year:

The Education Effect partnership with Miami Northwestern High School is serving over 1,700 students. In the Spring of 2014, a new partnership was announced with Booker T. Washington High School. This will further engage FIU faculty, staff and students with the community to assist in educating underrepresented students about the benefits of a college education as well as helping them develop the tools necessary to succeed in and out of the classroom. The Education Effect was recognized by the White House in the spring of 2014 as an innovative initiative to help close the achievement gaps among underrepresented student groups. As part of this recognition, FIU remains committed to increasing access to underrepresented students through engagement in the community, community-based organizations and national initiatives such as My Brother's Keeper, 100 Black Men, and 5,000 Role Models, and other pre-collegiate programs.

The Dual-Admission Program (DAP) continues to provide access to students who do not meet FIU's entry criteria after high school graduation. Participating colleges are Miami Dade College (MDC), Broward College, Palm Beach State College and Florida Keys College; with MDC

providing the larger cohort of participants each year. Identified FIU applicants are invited to accept admissions to one of four colleges to pursue an Associate's degree. Upon successful completion of their degree, The DAP participants are guaranteed admission to any of the non-limited access program offered at FIU. Since its inception in 2006, over 7,781 students have accepted FIU's offer of admissions into the program with 636 DAP graduates-to-date. FIU continues to strive for improvement in this area and has dedicated additional resources to facilitate participant transition by hiring bridge advisors to work on-site with students. Currently, we have bridge advisor offices at three MDC campuses—Kendall, Wolfson, and West.

FIU will have six new McKnight Fellows starting in Fall Semester 2014. McKnight Fellows, who are Black or Hispanic doctoral students are supported by the Florida Education Fund (FEF). They will receive a \$10,000 enhancement and a medical insurance supplement from the University Graduate School (UGS) at FIU. UGS also awarded its five institutionally funded McNair Graduate Fellowships to new students starting in Fall Semester 2014. In addition, UGS finalized the Memorandum of Understanding (MOU) for the Florida A & M University graduate feeder program to be initiated for fall 2014. The mission is to increase under-represented populations receiving graduate degrees.

The FIU Department of Housing and Residential Life is guided by the belief that celebrating diversity enriches and empowers the lives of all people. This is accomplished through the department's policies as well as the programmatic, staffing and educational initiatives. There were a total of 104 diversity programs conducted in the FIU residential areas during the 2013-2014 academic year. These were accomplished through various collaborative efforts with other campus partners; the "Grab 'n Go Programs" offered by in-hall staff, where residents are taken to other campus-wide initiative by their Residential Assistants (RA); and through a series of passive programs and initiatives (i.e., Poster Campaigns and Bulletin Boards).

The Fostering Panther Pride program was developed to provide additional support and assistance to both students who were part of the state's foster care system and to students who need assistance with finding a place to live (i.e., homeless students). This past year, FIU hired a Success Coach to work with the Fostering Panther Pride program to ensure that students have access to both campus and community resources. Newly admitted students who have participated in FIU's pre-college programs and who can also demonstrate financial need are invited to join FIU's Invitational Scholars program and have access to an academic advisor who supports their academic endeavors.

EMPLOYMENT REPRESENTATION

The University successfully increased its percentage of tenured professors from the ethnic/racial protected classes with increases of 14.8% in Black/African-American category, 11.4 % in the Asian category, and 5% for Hispanics. Additionally, females also fared well with a 10.8% increase. Additionally, The University has made progress in recruiting the ethnic/racial protected classes from 2012-2013 with increases in Hispanic and Non-Resident Alien Representation. Females and Asians suffered slight decreases while there was no change for Blacks or American Indian/Alaskan Native categories.

ACADEMIC PROGRAM REVIEW

Hispanic students were awarded the largest number of master's degrees, with 1,333 conferrals representing 44.2% of the total number of master's degrees awarded in AY 2012-2013. Non-resident alien (NRA) students accounted for the second largest fraction at 20.3% of the total

number of master's degrees awarded in the AY 2012-2013. A total of 367 master's degrees were awarded to Black students, representing 12.2% of all degrees awarded. Asian/Pacific Islander students accounted for 3.4% of the total master's degrees conferred. White students were awarded 16.9% of all degrees conferred. Three master's degrees were conferred to American Indian/Alaska Native students. Slight decreases were made in master's degrees awarded to Black students, 367 or 12.2% compared to 386 or 13.1% in AY 2011 – 2012. A slight decrease was also noted in master's degrees awarded to Hispanic females 815 or 27% in AY 2012-2013 compared to 834 or 28.2% master's degrees awarded in AY 2011-2012.

SEX EQUITY IN ATHLETICS

Fall 2013, females were 55.9% of students enrolled full-time at the University compared to 50% of student-athletes. This component does not meet compliance due to the more than 5% gap between the percentage of participants and the percentage of female students enrolled in Fall 2013. However, while the University female enrollment remained virtually the same, the participation of female student-athletes increased by 2.3% making an increase for the last four consecutive years.

Description of Plan Development

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

PART	REPORTING AREA	RESPONSIBLE AREA
I	Executive Summary	Equal Opportunity Programs and Diversity
II	Policies and Procedures in Support of Equity	Equal Opportunity Programs and Diversity
III	Academic Program Reviews	Office of Planning and Institutional Research, Student Affairs, Enrollment Support, University Graduate School
IV	Gender Equity in Athletics	Intercollegiate Athletics
V	Employment Representation	Office of Planning and Institutional Research, Office of the Provost
VI	Areas of Improvement and Achievement	Office of the Provost
VII	Protected-Class Representation in the Tenure Process	Office of the Provost, Academic Budget Office
VIII	Promotion and Tenure Committee Composition	Office of the Provost, Academic Budget Office
IX	Other Requirements	Office of the Provost, Academic Budget Office, Board of Trustees

Data Sources: Florida BOG files, Student Data Course File, Affirmative Action Plan, Prior Year's Equity Report, Tenure and Promotion Reports, Athletic Reports, Various Integrated Postsecondary Education Data System (IPEDS) reports.

PART II. Policies and Procedures in Support of Equity

The following policies and procedures have been specifically formulated to ensure equity at Florida International University. The policies and reporting procedures are updated on the

webpage on an annual basis, or as often as necessary, and are widely disseminated to the university community.

President's EEO Policy Statement

The University recognizes the importance of eliminating employment barriers and, therefore, has established a non-discriminatory policy for its employees and applicants for employment. The policy provides for employment decisions to be made on a non-discriminatory basis without regards to a person's race, color, gender, religion, creed, national origin, disability, marital status, political opinions or affiliations, Vietnam or disabled veteran status, sexual orientation, gender identity or age, except as provided by law. It is designed to assure each applicant or employee has an equal opportunity in recruitment, examination, appointment, training, promotion, compensation, retention, and/or other employment practices.

Policies and Procedures

Accommodation of Employees with Disabilities

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

Non-Discrimination Policy & Discrimination Complaint Procedures

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

Accommodations at University Sponsored Public Events for Persons with Disabilities

http://hr.fiu.edu/uploads/file/Acc_Pu_Events.pdf

AIDS Policy

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

Language in the Workplace

http://hr.fiu.edu/uploads/EOPD/Lang_Work.pdf

Processing of Discrimination Complaints Filed with External Compliance Agencies

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

Sexual Harassment/Educational Equity Grievance Procedure

http://hr.fiu.edu/uploads/EOPD/Sex_Hars.pdf

PART III. Academic Program Reviews

Under the Academic Program Reviews, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for protected class students: female, and the four protected class race/ethnic codes; in addition, they display official total including white, non-resident alien, and not reported. Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report.

Key for all tables and charts

- NRA = Non-Resident Alien*
- B = Black
- AI/AN = American Indian/Alaskan Native
- A = Asian

- H = Hispanic
- NH/OPI = Native Hawaiian/Other Pacific Islander
- W = White
- \geq Two = Two or more races
- UNK = Unknown

*Non resident alien is defined by IPEDS as a person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151) a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian

Program Area: UNDERGRADUATE STUDENTS

ENROLLMENT

Benchmarks for enrollment of under-represented groups, which include Black, Non-Hispanic, Hispanic, Asian/Pacific Islander and Native American, are based on percentages of comparable public Title IV institutions using the most recent and relevant reports from IPEDS, the Florida Department of Education, the Florida Board of Governors, or ACT, Inc. For each indicator, the benchmark selected will be identified and comparisons analyzed. Interventions are identified if FIU performance falls below the 80% margin of the benchmark. This 80% margin assessment strategy is proposed in the guidelines for producing the Access and Equity Report.

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2013 and Early Admits										
	NRA	B	AI/AN	A	H	NH/OP I	W	\geq Two	Unk	T
Men	70	194	1	63	1,367	6	200	34	13	1,948
Women	96	302	3	81	1,588	4	210	55	17	2,356
Total	166	496	4	144	2,955	10	410	89	30	4,304
Category % of Total	3.9%	11.5%	0.1%	3.3%	68.7%	0.2%	9.5%	2.1%	0.7%	100.0%

Source: IPEDS 2013-14 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students.

Benchmark for Data Assessment: The specific comparison benchmark for First Time in College (FTIC) enrollment is the percent of under-represented FTIC minorities at FIU versus the percent of under-represented FTIC minority students throughout the SUS. The most recent comparative data published by the Florida Board of Governors is for Fall 2012.

Data Assessment: Last year, 83.8% of the FTICs at FIU were under-represented minorities. During the Fall 2011 term, this percentage was 84.4% of full-time FTICs students from under-represented groups. Therefore, FIU exceeds the 80% benchmark on percent of under-represented FTIC minorities.

Targeted Improvement:

The Golden Scholars Bridge Program (GSBP) was established in the summer of 2012 as an access and success initiative targeting under-represented minorities primarily from Title I and Schools In Need of Improvement (SINI) from Miami-Dade County Public Schools. GSBP is an alternative admissions program for selected under-represented students who are low income and

will be the first generation in their household to attend college. Students in the program are required to live on campus, and they received financial aid packages that covered cost of attendance which included room and board, books, tuition, and fees. The first cohort of Golden Scholars entered FIU in 2012. Of the original 40 students, 85% have remained enrolled through the spring term. The second cohort, 2013, 77% of the 45 students remain enrolled through the spring term.

The Education Effect partnership with Miami Northwestern High School is serving over 1,700 students. In the Spring of 2014, a new partnership was announced with Booker T. Washington High School. This will further engage FIU faculty, staff and students with the community to assist in educating underrepresented on the benefits of a college education as well as the tools necessary to help them succeed in and out of the classroom. The Education Effect was recognized by the White House in the spring of 2014. As part of this recognition, FIU remains committed to increasing access to under-represented students through engagement in the community, community based organizations, and national initiatives such as My Brother's Keeper, 100 Black Men, 5,000 Role Models, and other pre-collegiate programs.

The Dual-Admission Program (DAP) continues to provide access to students who do not meet FIU's entry criteria after high school graduation. Participating colleges are Miami Dade College (MDC), Broward College, Palm Beach State College and Florida Keys College; with MDC providing the larger cohort of participants each year. Identified FIU applicants are invited to accept admissions to one of four colleges to pursue an Associate's degree. Upon successful completion of their degree, DAP participants are guaranteed admission to any of the non-limited access program offered at FIU. Since its inception in 2006 over 7,781 students have accepted FIU's offer of admissions into the DAP with 636 DAP graduates of FIU programs to date. FIU continues to strive for improvement in this area and have dedicated additional resources to facilitate participant transition by hiring bridge advisors to work on-site with students. Currently, we have bridge advisor offices at three MDC campuses—Kendall, Wolfson, and West.

Chart 2. Full-time Florida College System A.A. Transfers, Fall 2013 and Summer 2013										
	NRA	B	AI/AN	A	H	NH/OP I	W	≥ Two	Unk	T
Men	191	245	0	35	901	1	189	22	14	1,598
Women	289	286	2	41	1,169	4	210	46	13	2,060
Total	480	531	2	76	2,070	5	399	68	27	3,658
Category % of Total	13.1%	14.5%	0.1%	2.1%	56.6%	0.1%	10.9%	1.9%	0.7%	100.0%
<i>Source: IPEDS 2013-14 Part A, Fall enrollment by race, ethnicity, and sex. Column 2, Transfer-In</i>										

Benchmark for Data Assessment: The Florida Education and Training Placement Information Program (FETPIP) is a data collection and consumer reporting system established by Florida Statutes Section 1008.39 to provide follow-up data on Associate in Arts (AA) graduates from the Florida College System (community colleges) and others. The most recent report represents the post-graduation placement of AA graduates from 20011/2012. Specifically, this report represents the number of AA graduates, by race, which enrolled in public universities within the State of Florida. These statewide outcomes provide the benchmark for comparison purposes.

Data Assessment: According to the most recent FETPIP report, 28,540 AA graduates from 20011/2012 enrolled in Florida public universities. This cohort consisted of 44% minority students

in the following racial groups: 3.4% Asian, 13.8% Black, 26.7% Hispanic and .003% American Indian. In comparison, 73.4% of full-time AA transfers at FIU in Fall 2012 were minority students consisting of 2.1% Asian, 14.5% Black, 56.6% Hispanic, 0.1% American Indian, and 0.1% Native Hawaiian or Other Pacific Islanders.

Targeted Improvement: No targeted improvements are required for this group.

STUDENT RETENTION

Chart 3. Retention of Full-Time FTICs Entering Fall 2012, or Summer 2012 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/O PI	W	≥ Two	Unk	Female	Male	Total
Cohort	73	562	5	133	2,798	6	444	82	39	2,280	1,862	4,142
Category % of Total	1.8%	13.6%	0.1%	3.2%	67.6 %	0.1%	10.7 %	2.0 %	0.9 %	55.0%	45.0%	100.0%
After 1 year	65	458	4	117	2,376	6	338	60	34	1,955	1,503	3,458
Retention Rate	89.0%	81.5%	80.0%	88.0%	84.9 %	100.0 %	76.1 %	73.2 %	87.2 %	85.7%	80.7%	83.5%
<i>Source: BOG Retention File (Fall to Fall Persistence)</i>												

GRADUATION

Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2007, or Summer 2007 and Continuing into Fall After Six Years												
	NRA	B	AI/AN	A	H	NH/O PI	W	≥ Two	Unk	Female	Male	Total
Cohort	74	301	4	128	2,192	1	512	6	12	1,707	1,523	3,230
Category % of Total	2.3%	9.3%	0.1%	4.0%	67.9 %	0.0%	15.9%	0.2 %	0.4 %	52.8%	47.2%	100.0%
After 6 years												
Number of Graduates	43	147	0	78	1,176	1	211	4	7	991	676	1,667
Percent Graduated	58.1 %	48.8 %	N/A	60.9 %	53.6 %	100.0 %	41.2%	66.7 %	58.3 %	58.1%	44.4%	51.6%
Category % Graduated	2.6%	8.8%	N/A	4.7%	70.5 %	0.1%	12.7%	0.2 %	0.4 %	59.4%	40.6%	100.0%
Number Retained	49	176	0	88	1,446	1	247	6	9	1,139	883	2,022
Percent Retained	66.2 %	58.5 %	N/A	68.8 %	66.0 %	100.0 %	48.2%	100.0 %	75.0 %	66.7%	58.0%	62.6%
Category % Retained	2.4%	8.7%	N/A	4.4%	71.5 %	0.0%	12.2%	0.3 %	0.4 %	56.3%	43.7%	100.0%
<i>Source: IPEDS Graduation Rates Survey</i>												

Chart 5. Bachelor's Degrees Awarded, AY 2012-2013										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	212	327	3	113	1,991	3	433	24	39	3,145
Women	328	517	6	124	3,016	1	516	32	61	4,601
Total	540	844	9	237	5,007	4	949	56	100	7,746
Category % of Total	7.0%	10.9%	0.1%	3.1%	64.6%	0.1%	12.3%	0.7%	1.3%	100.0%
<i>Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.</i>										

Program Area: GRADUATE STUDENTS

Chart 6. Master's Degrees Awarded, Annual Year 2012 - 2013

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	292	112	2	36	518	0	225	18	22	1,225
Women	320	255	1	65	815	2	284	15	32	1,789
Total	612	367	3	101	1,333	2	509	33	54	3,014
Category % of Total	20.3%	12.2%	0.1%	3.4%	44.2%	0.1%	16.9%	1.1%	1.8%	100.0%
<i>Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.</i>										

Data Assessment of Master's Degrees Awarded

Three thousand and fourteen master's degrees were conferred during the AY 2012-2013 (Chart 6), an increase of 2% from AY 2011-2012. A total of 1,789 master's degrees were awarded to women (59.3%) compared to 1,225 master's degrees awarded to men (40.6%). Hispanic females represented the largest gender-specific fraction, 27.0% followed by Hispanic males, 17.1% of the total number of master's degrees and awarded for AY 2012-2013. White and Black females represented 9.4% and 8.4% respectively of master's degrees awarded in AY 2012-2013.

In comparison with AY 2011-2012, both female and male students made gains in the total number of master's degrees awarded, such that the proportion of degrees awarded to females held steady at 60%. For the AY 2012-2013, females within the Black, Asian/Pacific Islander, Hispanic, and White categories were awarded more master's degrees in comparison with their male counterparts, a trend that was also observed for the AY 2011-2012.

Hispanic students were awarded the largest number of master's degrees, with 1,333 conferrals representing 44.2% of the total number of master's degrees awarded in AY 2012-2013. Non-resident alien (NRA) students accounted for the second largest fraction at 20.3% of the total

number of master's degrees awarded in the AY 2012-2013. A total of 367 master's degrees were awarded to Black students, representing 12.2% of all degrees awarded. Asian/Pacific Islander students accounted for 3.4% of the total master's degrees conferred. White students were awarded 16.9% of all degrees conferred. Three master's degrees were conferred to American Indian/Alaska Native students. Slight decreases were made in master's degrees awarded to Black students, 367 or 12.2% compared to 386 or 13.1% in AY 2011 – 2012. A slight decrease was also noted in master's degrees awarded to Hispanic females 815 or 27% in AY 2012-2013 compared to 834 or 28.2% master's degrees awarded in AY 2011-2012.

Chart 7. Doctoral Degrees Awarded, Annual Year 2012-2013

	NRA	B	AI/A N	A	H	NH/OP I	W	≥ Two	Unk	T
Men	56	4	0	0	10	0	14	1	0	85
Women	18	8	0	5	12	0	26	1	1	71
Total	74	12	0	5	22	0	40	2	1	156
Category % of Total	47.4 %	7.7 %	N/A	3.2 %	14.1 %	N/A	25.6 %	1.3%	0.6 %	100.0 %

Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Doctor's degree-research scholarship. Chart for 99,000, all disciplines.

Data Assessment of Doctoral Degrees Awarded

A total of 156 research doctoral degrees were conferred for the AY 2012-2013 (Chart 7), up from 151 doctoral degrees conferred during AY 2011-2012. The majority of doctoral degrees (54.0%) were awarded to male students.

Non-Resident Aliens (NRA), Black males and White females reflected increases in research doctorates awarded. Black males increased from 2 in AY 2011-2012 to 4 in AY 2012-2013, and White females increased from 22 in AY 2011-2012 to 26 in AY 2012-2013. The most significant increase was for NRA students with 47.4% of the total research doctoral degrees awarded compared to 35.1% in AY 2011-2012.

Hispanic students had a decrease in the number of doctoral-degree awarded from 35 (23.2%) in AY 2011-2012 to 22 (14.1%) in AY 2012-2013. A decrease in the number of research doctoral degrees was also reflected for Black students (7.7%) compared to AY 2011-2012 (9.9%). Forty research doctoral degrees were awarded to White students, or 25.6% of the total number of doctoral degrees awarded, down from 42 or 27.8% in AY 2011-2012. No doctoral degrees were recorded for the American Indian/Alaska Native group during the AY 2012-2013.

Chart 8. First Professional Degrees Awarded, Annual Year 2012-2013

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	0	12	0	6	50	0	35	0	2	105

Women	5	27	3	12	56	0	42	1	0	146
Total	5	39	3	18	106	0	77	1	2	251
Category % of Total	2.0%	15.5%	1.2%	7.2%	42.2%	N/A	30.7%	0.4%	0.8%	100.0%
<i>Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Doctor's degree - professional practice, Chart for 99.0000, all disciplines.</i>										

Data Assessment of First Professional Degrees Awarded

For AY 2012-2013, the designation of “Professional Doctorates” represents degrees awarded through the College of Law (JD) and the College of Nursing and Health Sciences (DPT-Doctorate Physical Therapy) (Chart 8). Two hundred and fifty-one degrees were awarded under the professional doctorate category.

Males represent 41.8% and females 58.1% of the degree recipients. Hispanic students represented the largest group with 42.2% of degree recipients, which is a slight decrease from AY 2011-2012 (44.8%). White students represented the second largest group with 30.7% of degree recipients. Black students represented 15.5% of the degrees awarded. There was a slight increase in degrees granted to American Indian/Alaska Natives (1.2%) compared to AY 2011-2012 where there were none awarded. NRA and Asian/Pacific Islander students represented a small fraction (< 10%) of the professional degrees awarded.

Targeted Goals

After careful evaluation of our data, we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs, specifically in the STEM degree fields. Our goals are to increase the proportion of research doctorates awarded to Black students by 0.5% each year so that by 2014-2015, Black students will represent 18% of research doctorates awarded to domestic students. Another goal is to increase the proportion of research doctorates awarded to Hispanic students by 1.0% each year so that by 2014-2015 Hispanic students will represent 38% of research doctorates awarded to domestic students. Resources will be focused on recruitment and retention of Black and Hispanic students.

Recruitment

The FIU University Graduate School (UGS) has engaged in more strategic recruitment activities that address our goals of minority recruitment. UGS representatives attended four McNair Research Conferences and four minority-specific professional organization conferences (National Society for Black Engineers, Annual Biomedical Research Conference for Minority students, Emerging Research National Conference in STEM, the FGLSAMP Expo for the Alliance of Minority participation in STEM, and the Florida Education Fund McKnight Doctoral Fellowship program) for the purpose of recruiting under represented graduate students. Recruitment initiatives are also underway to continue expanding and strengthening the presence of FIU in minority-populated markets. UGS has increased participation in The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM), and will be hosting a GEM GRAD Lab for a second time in fall 2014. In AY 2013-2014, UGS played a key role in the development of the FIU/NSF Bridge to Doctorate site for the Florida-Georgia Louis Stokes Alliance for Minority Participation (LSAMP) program, which provides tuition scholarships and

research experiences for a cohort of 17 African-American and Hispanic graduate students in STEM whose goal is to obtain a doctoral degree.

FIU will have six new McKnight Fellows starting in Fall Semester 2014. McKnight Fellows, who are Black or Hispanic doctoral students, are supported by the Florida Education Fund (FEF). They will receive a \$10,000 enhancement and a medical insurance supplement from the UGS at FIU. UGS also awarded its five institutionally funded FIU McNair Graduate Fellowships to new students starting in Fall Semester 2014. In addition, UGS finalized the MOU for the Florida A&M University graduate feeder program to be initiated for fall 2014. The mission is to increase underrepresented populations receiving graduate degrees.

Retention

The UGS funded several initiatives aimed at retaining minority graduate students and graduate students during the AY 2012-2013. In 2013, FIU participated in the Council for Graduate Schools Doctoral Initiative in Minority Attrition and Completion (DIMAC) project. The results from this project provided an analysis of strengths and weaknesses concerning policies and practices that have a significant impact on completion among URM doctoral students in STEM. A survey on policies, practices, and intervention was distributed to nineteen academic units at FIU. The survey addressed six categories (recruitment/admission, advising/mentoring, research mode, financial aid/funding, program environment, and administrative practices and procedures). In addition to the survey completed by the academic units, current doctoral students were also surveyed on their doctoral experience. There were 111 URM doctoral students who participated in the survey. Qualitative data resulting from UGS's participation in the DIMAC project suggest that improvements can be made in how we guide Hispanic doctoral students from admission to graduation.

In 2013, the University Graduate School (UGS) was awarded the National ETS/CGS Award for "Innovation in Promoting Success in Graduate Education" for its innovative program the Academy of Graduates for Integrative Learning Experiences (AGILE). The award recognizes "promising and innovative proposals to enhance student success and degree completion at the master's or doctoral level, while promoting inclusiveness." The award recognized FIU's efforts in supporting the professional development of underrepresented minority doctoral students through an integrated learning community of doctoral scholars.

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

STUDENT SERVICES

1. ACADEMIC ADVISING

A. Guidance and Counseling

Access and Equity within Academic Advising

All students at FIU have equal access to utilize academic advising services at FIU. We are committed to ensuring equitable treatment for all students and to employ a diverse staff of professional academic advisors who can serve as guides and mentors for our diverse student population. Students also have access to an online advising tool (My_eAdvisor) that provides students with information on all degree requirements and a mechanism to send messages and make appointments with their assigned academic advisor.

The FIU model for delivering academic advising changed in 2012. Prior to 2012, FIU utilized a 2+2 advising model. In that model, all first-time-in-college (FTIC) students received centralized academic advising in the Undergraduate Education Academic Advising Center. Once those students completed the majority of the general education requirements and the appropriate prerequisites for their respective majors, they were referred to the respective college for advisement through certification for graduation. All incoming transfer students who had earned more than 30 credits were also referred directly to their respective college and received academic guidance through graduation. Starting in 2012, students now receive their academic advising from the professional academic advisors who are housed in each academic unit.

Graduation Success Initiative

As part of a new effort, referred to as the Graduation Success Initiative (GSI), all FIU students are now admitted directly to their respective majors and receive academic advising from their assigned departmental academic advisor. This new model was implemented to provide students with a more immediate ability to connect with their academic department and the academic advisors are a vital part of that process. Prior to the GSI effort, a great deal of the academic advising at FIU was relegated to faculty members. While faculty members are extremely knowledgeable about their respective fields of study and provide excellent mentoring, they are often pulled in several directions and are not always kept up-to-date on the latest academic policies that impact students. As such, the institution set aside financial resources to increase the professional academic advising staff so that students would have more access to obtaining the academic advising that is critical to student success.

FIU continues to monitor the current student to advisor ratios to ensure that they are both manageable (for both advisors and students) and align with the standards that have been identified by the National Academic Advising Association. In an effort to achieve a recommended ratio of approximately 300-400 students per academic advisor, several academic advisors have been added since 2009. There have also been resources set aside to continue adding academic advisors as enrollment increases because a reduced student to advisor ratio has been proven to improve retention and graduation rates. The past and current ratios which also take into account enrollment growth are provided below:

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

In addition to providing students with greater access to academic advisors, adding additional advisors has also involved new strategies related to improving institutional graduation rates. Through the efforts of FIU's Office of Retention & Graduation Success, academic advisors now receive alerts on students who are not making sufficient progress toward their degree. Along

those lines, lists of students who are getting close to graduation are generated and provided to academic advisors. Those students are then contacted about what they need to complete their degree requirements. These efforts (e.g., adding additional academic advisors, the implementation of the online advising tool, and the outreach efforts being made by academic advisors) are having a significant impact on FIU's 6-year graduation rates. In 2011, the 6-year graduation rate was 41%. By 2013, that rate had improved to 50% and is expected to be around 53% at the end of this academic year (the official rate is determined in early August). Those efforts that are aimed at utilizing academic advising to improve graduation rates have also received national recognition. For example, at their annual conference in the spring of 2014, FIU was awarded the Most Visible Progress (MVP) Award by the Association of Public Land-Grant Universities.

Advising Special Populations

The efforts of the GSI and the online advising tool (My_eAdvisor) have enabled FIU to provide additional assistance to those students who are struggling academically or who have been deemed to be more "at risk." Academic departments and their advisors have access to place registration holds on students who are required to meet with advisors regularly. In some cases, departments place those holds on all students. In other cases, registration holds are placed only on students who are struggling to complete certain courses or whose grade point averages have fallen below acceptable standards.

The Undergraduate Education Academic Advising Center, FIU's centralized advising unit, has also developed specialized advising initiatives for certain groups of students. The best example of that is the program that has been implemented for students who are unsure about which major they would like to pursue. Those students are admitted to one of our Exploratory Studies tracks and are assigned to one of the seven professional advisors in the Undergraduate Education Academic Advising Center until they identify an appropriate major. In addition to the general advising support, those students are also encouraged to complete a one-credit hour course (Discover Your Major) that is designed to help students explore how their interests, skills, and values relate to various career options.

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

Advisor Training and Professional Development

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

In addition to the initial training (and the training that advisors receive from their respective academic departments, Academic Advisors are required to participate in ongoing professional development opportunities. More specifically, advisors can participate in workshops (that are presented by advising administrators, other academic advisors, and professionals from various departments on campus), attend professional conferences, take academic courses, conduct scholarly research, and participate in teleconferences and other online training modules. In addition to several workshops that related to specific university/advising policies, some of the workshops that related more to working with diverse populations that were offered this past year included: Working with Diverse Students, Connecting with Students, Advising Veteran Students, Advising Students with Disabilities, Advising International Students, Advising Online Students, and Addressing Behaviors of Concern.

Academic advisors were awarded Professional Development Units (PDUs) for each professional development activity that they completed. Most activities awarded advisors 2-4 PDUs, and required advisors to reflect on how each activity might impact and improve their advising efforts. Each advisor was expected to complete a minimum of 100 PDUs throughout the year, but there were several advisors who completed more than just the minimum. This professional development program was developed to not only encourage the academic advisors to continue their own growth and learning but also to ensure that our students receive the best possible service from their assigned academic advisors.

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: engagement.fiu.edu/growing-talent/fostering-panther-pride/

Invitational Scholars Program: ugrad.fiu.edu/isp

Golden Scholars: engagement.fiu.edu/growing-talent/golden-scholars/

Advisor Professional Development: ugrad.fiu.edu/pdu

FIU Office of Graduation & Retention Success: ugrad.fiu.edu/retention

Admission to Academic Program

The Golden Scholars Bridge Program (GSBP) was established in the summer of 2012 as an access and success initiative targeting underrepresented minorities primarily from Title I and Schools In Need of Improvement (SINI) from Miami-Dade County Public Schools. GSBP is an alternative admissions program for selected under-represented students who have low income and will be the first generation in their household to attend college. Students in the program are required to live in residential facilities on campus and received financial aid packages that cover 100% of their cost of attendance to include room and board, books and all tuition and fees. Cohort size is determined each year by recruitment efforts, and may vary. The inaugural Summer 2012 cohort included 40 students, with the same number being targeted for Summer 2013.

GSSBP offers participants intensive academic preparation, individualized and group advising, and personal attention from faculty and staff throughout the summer. As new FIU Panthers, GSSBP students will have the opportunity to sharpen their academic skills, and develop a support network of students, faculty and staff, by becoming familiar with the FIU community and its vast resources. GSSBP students enroll in two courses from the University Core Curriculum (UCC) and a mandatory Freshman Experience course. Students enrolled in the GSSBP receive full credit for courses that subsequently become part of their official FIU transcript.

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

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

B. Counseling and Health Services

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

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

SHS Gender by Encounter Count

Division	Male	Female	Other	All Encounters
BBC General Medical	1268	4778	3	6049
BBC Wellness	423	749	1	1173
MMC General Medical	9326	13829	59	23214

MMC Wellness	1080	1694	9	2783
MMC Women's Clinic	107	5349	0	5456
Total	12204	26399	72	38675

SHS Gender by Percentage

Division	Male	Female	Other
BBC General Medical	20.95%	79.03%	0.05%
BBC Wellness	36.06%	63.85%	0.09%
MMC General Medical	40.17%	59.57%	0.25%
MMC Wellness	38.81%	60.87%	0.32%
MMC Women's Clinic	1.96%	98.04%	0.00%
All Divisions Combined	31.55%	68.26%	0.19%

Note: BBC denotes Biscayne Bay Campus

MMC denotes Modesto Maidique Campus

Analysis: The gender ratio of patients seen at the SHS is similar and reflects the national trends for health care at colleges and universities as well as statistics in ambulatory health care settings in the community.

SHS Ethnicity by Encounter Count

Ethnicity	BBC General Medical	BBC Wellness	MMC General Medical	MMC Wellness	MMC Women's Clinic	All Divisions Combined
American Indian	4	1	74	2	22	103
Asian	539	92	1749	119	252	2751
Black	1661	288	3472	335	881	6637
Hispanic	2281	399	11139	1111	3152	18082
White	1138	175	5065	301	942	7621
Not Reported / Unknown	226	167	748	838	37	2016
Other	196	52	967	77	170	1462
Total	6045	1174	23214	2783	5456	38672

SHS Ethnicity by Percentage

Ethnicity	BBC General Medical	BBC Wellness	MMC General Medical	MMC Wellness	MMC Women's Clinic	Pharmacy
American Indian	0.3%	0.0%	0.1%	0.7%	0.1%	0.0%
Asian	5.9%	8.3%	7.3%	3.9%	4.6%	6.2%

Black	27.7%	27.7%	15.1%	9.6%	15.4%	9.6%
Hispanic	38.6%	30.6%	47.1%	27.9%	54.7%	55.5%
White	20.5%	21.7%	22.3%	15.7%	19.4%	22.5%
Not Reported / Unknown	2.3%	9.0%	3.1%	39.4%	1.1%	2.9%
Other	4.7%	2.7%	5.0%	2.8%	4.7%	3.1%

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

SHS Patient Age by Encounter Count

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

SHS Patient Age by Percentage

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

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

2. Club and Intramural

The FIU Intramural Sports program (IM), through the commitment of the Division of Student Affairs' Department of Recreation Services, fosters student development in important life skills such as leadership, competitiveness, teamwork, and sportsmanship. In support of the mission of the University and the Division of Student Affairs, Recreation Services promotes active, healthy lifestyles for FIU's vibrant and diverse community through quality participation opportunities,

educational experiences, and support services. Through intramurals, students of all backgrounds are encouraged to practice a balanced lifestyle while developing habits that have a positive impact on their physical health and fitness.

The 2012-13 Recreation Center usage figures demonstrate a 14.6% increase in participation over the previous year; and consistently show a 2:1 male to female ratio which reflects the national trend. In intramurals, the overall number of teams increased by 43%, both total female and overall participation increased by 20%. The number of women's club sport participants has increased with the growth of women's equestrian and rugby clubs, as well as coed clubs like quidditch and martial arts.

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

	FIU 2008/2009		FIU 2009/2010		FIU 2010/2011		FIU 2011/2012		FIU 2012/2013	
	# Teams	Percentage	# Teams	Percentage	# Teams	Percentage	# Teams	Percentage	# Teams	Percentage
IM Sport Teams										
Female	52	15%	54	15%	44	11%	61	8%	76	14%
Male	265	76%	270	75%	310	77%	654	84%	355	66%
Co-Rec	32	9%	36	10%	51	13%	67	9%	108	20%
Total	349		360	3%	405	13%	782	93%	539	-31%
IM Sport Participants¹										
Female	550	25%	570	21%	895	19%	1,148	22%	1291	23%
Male	1,649	75%	2,104	79%	3,818	81%	4,154	78%	4289	77%
Total	2,199		2,674	22%	4,713	76%	5,302	12%	5,580	5%
IM Sport Participations²										
Female	2,893	19%	2,942	17%	3,388	18%	4,250	20%	4953	22%
Male	12,691	81%	14,434	83%	15,893	82%	16,911	80%	17891	78%

Total	15,584		17,376	11%	19,281	11%	21,161	10%	22,844	8%
Sport Club Participants	15 total clubs		15 total clubs		21 total clubs		23 total clubs		25 total clubs	
Female	49	22%	45	21%	127	33%	131	31%	146	27%
Male	171	78%	170	79%	261	67%	293	69%	399	73%
Total	220		215	-8%	388	80%	424	9%	545	29%

¹ Number of individuals on all teams and those participating in non-team sports like tennis which do not appear in the Team totals)

² Number of contacts (the number of contests each individual participates in)

- The number of teams in 2012/13 decreased by 31% over 2011/12 totals. Increases were in both women's and co-rec teams, while men's teams decreased.
- Both women's participants and women's participations increased in 2012/2013 over the previous year.
- The number of women's Sport Club participants increased in number, but decreased in overall percentage primarily due to the addition of more men's clubs.

Ways to Improve Women's Participation:

- Assessment data from incoming freshman women (NCAA Title IX evaluation) was available this year and earlier contacts were able to be made. Efforts to utilize this data will continue.
- Increased assessment of the general student body's recreation, sports and fitness interests. (On-going)
- Increased use of social networking methods to attract women participants were begun this year. Efforts will continue.
- The vast majority of women's use of the Recreation Center is through our PantherFIT Group Fitness Classes - 95% of attendees are women.

3. Student Financials

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

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

The most recent national data for 2012 shows that 83% of the full-time, first-time degree seeking undergraduates received aid. The institution exceeded the 80% rule in terms of percentage of total students aided (112%), students receiving federal grants (136%), students receiving state grants (227%), and institution grants (90%).

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
2012: National Avg*	83	39	37	42	53	\$4,540	\$3,584	\$4,965	\$6,454
2012: FIU Avg**	93	54	84	38	28	\$4,471	\$2,313	\$1,631	\$5,468
FIU/National Avg	1.12	1.38	2.27	.90	n/a	.98	.64	0.32	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 2012, Student Financial Aid component.									
**Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2012.									

Looking at the data for the average amount of award, the institution met or exceeded the 80% rule for federal grants, where Pell grants were increased in amounts and eligibility criteria expanded nationally. State grants did not meet the 80% threshold as appropriations from the state remained flat, while enrollment continued to grow. Institutional grants did not meet the 80% threshold for average aid. Our relatively low tuition cost contributes to a lower average amount on institutional grants. Additionally, increased need and enrollment put pressure on limited resources institutionally.

4. Housing

The Department of Housing and Residential Life at FIU offers residential students a vibrant and diverse living and learning experience. The diversity of the residential community takes many forms. It includes differences related to race, ethnicity, national origin, gender, socio-economic status, sexual orientation, religion, age, and ability.

HOUSING ASSIGNMENTS INFORMATION AND DEMOGRAPHICS

Residential students are informed via the housing process that assignments are made by the Housing Office without regards to race, religion, national origin, sexual orientation, age, disability, or any legally protected status. Adapted [What does this mean?] Housing is available upon advanced written request and availability.

RESIDENTIAL STUDENTS DEMOGRAPHICS:		
CLASSIFICATION	FALL 2013	FALL 2014

	COUNT	PERCENT	COUNT	PERCENT
GENDER				
Females	2036	58.56%	1957	58.05%
Males	1441	41.44%	1414	41.95%
ETHNICITY				
African American	1192	34.28%	1161	34.44%
Asian	143	4.11%	157	4.66%
Hispanic	1063	30.57%	1012	30.02%
Native American	42	1.21%	43	1.28%
Not Reported	57	1.64%	75	2.22%
Other	370	10.64%	317	9.40%
White	610	17.54%	606	17.98%
AGE				
15-17	127	3.65%	50	1.48%
18-20	2334	67.13%	2190	64.97%
21-25	918	26.40%	1024	30.38%
26-30	79	2.27%	88	2.61%
31-over	19	0.55%	19	0.56%

HOUSING AND RESIDENTIAL LIFE STAFF DEMOGRAPHICS:

Housing and Residential Life Staff: Total of **28** Includes: 1 Housing Director, 1 Residential Life Director, 2 Associate Directors, 3 Assistant Directors, 8 Coordinators, 2 Secretaries, 5 Accountants/Fiscal Assistants, 1 Office Assistant, 2 Office Managers, and 3 Program Assistants.

STAFF BREAKDOWN BY ETHNICITY		
NUMBER	PERCENTAGE	ETHNICITY
15	53.57%	Hispanic
8	28.57%	White Non-Hispanic
4	14.29%	Black Non-Hispanic
1	3.57%	Asian or Pacific Islander
0	0.0%	Other minority groups
STAFF BREAKDOWN BY GENDER		
NUMBER	PERCENTAGE	GENDER
19	67.86%	Female
9	32.14%	Male

Student Staff: Total of **89** includes: Graduate Assistants, Resident Assistants and Tutors.

STAFF BREAKDOWN BY ETHNICITY		
NUMBER	PERCENTAGE	ETHNICITY
21	18.75%	Hispanic
13	11.61%	White Non-Hispanic
39	34.82%	Black Non-Hispanic
12	10.71%	Asian or Pacific Islander
27	24.11%	Other minority groups
STAFF BREAKDOWN BY GENDER		
NUMBER	PERCENTAGE	GENDER
76	67.86%	Female
36	32.14%	Male

Program Initiatives and Highlights for 2012/2013:

The Department of Housing and Residential Life is guided by the belief that celebrating diversity enriches and empowers the lives of all people. This is accomplished through the department's policies as well as the programmatic, staffing and educational initiatives.

All students who choose to live in or visit the residential communities are expected to understand and abide by all housing policies. Among these, residents are aware that housing does not tolerate bigotry, harassment, intimidation, threat, or abuse, whether verbal or written, physical or psychological, direct or implied. All reported incidents are handled through the university's student conduct processes.

There were a total of 104 diversity programs conducted in the residential areas during the AY 2013-2014. These were accomplished through various collaborative efforts with other campus partners; the "Grab 'n Go Programs" offered by in-hall staff, where residents are taken to other campus-wide initiative by their RA's; and through a series of passive programs and initiatives (i.e., Poster Campaigns and Bulletin Boards).

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

In-Hall Programming Efforts	UA	EVE	UT	BVH	LVV	PH	TOTAL
	3	28	31	6	32	4	104

- The Residential Life Diversity Committee sponsored a program, "Do you Want a Piece of Me?" to encourage residents to openly discuss their identities and to help residents be more understanding of different identities.
- Lakeview North Hall RAs sponsored "Give a Hand Up, Not a Hand Out," which is a service project to bring awareness about Heifer International, a charity organization to end hunger and poverty around the world.
- Parkview Hall RAs hosted a program, "Sex, Gender and Ice Cream" to educate residents about the distinctions between sex, gender and sexual orientation.
- Lakeview South Hall RAs sponsored a program, "World Whispers" with Professor Erik Larson presenting on the differences between globalism and internationalism to raise awareness about world issues and how students can make a difference.

- The Residential Life Academic Series Committee sponsored a program in Everglades Hall, “Political Grinds” with Dr. Juan Carlos Espinosa lecturing on population shifts and the effects on culture and community.
- Bay Vista Hall Council and RAs participated in the International Dinner at the Biscayne Bay Campus to increase awareness about global differences.
- Everglades Hall RAs sponsored a community-wide program, “Diversity Quilt” to have residents represent all of their different cultures together on one quilt and display the quilt in Everglades Hall to display the unified, diverse community.
- University Towers staff hosted “A Day in the Life” program to raise awareness of the challenges for those living with disabilities.
- The Residential Life Academic Series Committee sponsored a program in University Towers, “Around the World” with a student panel discussing their experiences studying and traveling abroad.
- The Residence Hall Association (RHA) sponsored the annual Latino Unidos Latino Heritage Program.
- Everglades Hall RAs led a program, “German 101” to teach residents the basics of the German language and to discuss the German culture.

PART IV. SEX EQUITY IN ATHLETICS

A. Sex Equity in Athletics

Chart 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement?
1. Sports offerings	Equitable	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Female participation rates are lower than female undergraduate enrollment.	Yes
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Equitable	
4. Scholarship offerings for athletes	Equitable	
5. Funds allocated for:		
a) the athletic program as a whole	Equitable	
b) administration	Equitable	
c) travel and per diem allowances	Equitable	
d) recruitment	Equitable	

e) comparable coaching	Equitable	
f) publicity and promotion	Equitable	
g) other support costs	Equitable	
6. Provision of equipment and supplies	Equitable	
7.Scheduling of games and practice times	Equitable	
8.Opportunities to receive tutoring	Equitable	
9.Compensation of coaches and tutors	Equitable	
10.Medical and training services	Equitable	
11.Housing and dining facilities and services	Equitable	

B. Areas for Improvement

Chart 2. Sex Equity in Athletics - Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Participation Rates	Opportunities continue to expand for females as an additional scholarship added to sand volleyball as permitted by NCAA rules this year.	At maximum sand volleyball scholarships 2014-15

C. Basis for Compliance

- ☐ Accommodation of interests and abilities
☐ Substantial proportionality
☒ History and practice of expansion of sports

	Males				Females				Totals			
	2010-11	2011-12	2012-13	2013-14	2010-11	2011-12	2012-13	2013-14	2010-11	2011-12	2012-13	2013-14
Baseball	35	39	35	35	0	0	0	0	35	39	35	35
Basketball	14	14	16	16	12	14	15	15	26	28	31	31
Golf	0	0	0	0	7	8	7	9	7	8	7	9
Softball	0	0	0	0	19	22	21	20	19	22	21	20
Swimming	0	0	0	0	23	26	27	27	23	26	27	27
Tennis	0	0	0	0	8	8	6	9	8	8	6	9
Track&Field & X Country	30	28	25	25	44	37	43	44	74	62	68	69
Volleyball	0	0	0	0	14	14	19	18	14	14	19	18

Soccer	24	23	24	25	25	26	26	25	49	49	50	50
Football	99	98	99	90	0	0	0	0	99	98	99	90
Sand Volleyball	0	0	0	0	0	0	18	24			18	24
Total Participants	202	202	199	191	152	155	182	191	354	354	381	382
% of Participants	57.0%	57.0%	52.2%	50.0%	42.9%	43.7%	47.7%	50.0%				
Fall 2011 EF2A Student Enrollment	23,956	20,977	22,008	23,288	31,070	26,922	28,369	29,635				
Percent Student Enrollment	43.4%	43.7%	43.6%	43.9%	56.3%	56.1%	56.2%	55.9%				
Numbers are based on anyone who was eligible to compete the last day prior to the first date of competition in the sports' competitive season												

**Chart 4. Female Enrollment Rates Compared to Participation Rates
2012-2013 and 2013-2014**

Women Athletes	2012-2013	2013-2014	Gap Difference
Enrollment	56.2%	55.9%	-0.3%
Participation	47.7%	50%	2.3%

According to Chart 4, in Fall 2013, females were 55.9% of students enrolled full-time at the University compared to 50% of student-athletes. This component does not meet compliance due to the more than 5% gap between the percentage of participants and the percentage of female students enrolled in Fall 2013. However, while the University female enrollment remained virtually the same, the participation of female student-athletes increased by 2.3% making an increase for the last four consecutive years.

Program Overall Effectiveness

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

In 2013-2014, the Athletic Department made significant progress in participation rates of females versus male student-athletes. For the first time, the participation numbers for female student-athletes are equal to the participation rates of male student-athletes. Proactively inviting walk-ons to our female sports programs, placing a roster cap on the male sports, and adding the scholarship to sand volleyball produced a significant increase in the participation rates of females as compared to males which lowered slightly. These strategies along with hiring top-level head coaches for women's sports to attract more female student-athletes continue to be implemented and will continue to narrow the gap.

The department continues with the plans to improve facilities. In the last several years, FIU has renovated and expanded locker rooms facilities for our women's and men's basketball, women's and men's soccer, volleyball, sand volleyball, women's swimming and diving and track and field/cross country teams. Construction projects are planned to enhance athletic facilities as funds are identified. Construction was completed on our 500 seat softball stadium grandstand in February 2014. Several additional facility improvements are planned for 2014-2015 to address the needs of our student-athletes however, the facility constraints we have are not gender related.

The Department of Intercollegiate Athletics emphasizes excellence in academics, community involvement, and competition. All academic services (e.g., tutoring services, computer lab, academic advising) are available irrespective of gender to assist the student-athlete in achieving academic success.

PART V. EMPLOYMENT REPRESENTATION

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

Chart 1. Category Representation – Tenured Faculty												
Indicator	NRA	B	AI/AN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥ Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013	8	31	2	88	N/A	63	0	273	0	0	144	465
Number, Fall 2012	9	27	2	79	N/A	60	0	270	0	0	130	447
Percentage Change From Fall 2012 to 2013	- 11.1%	14.8%	0.0%	11.4%	N/A	5.0%	N/A	1.1%	N/A	N/A	10.8%	4.0%
Number, Fall 2008	8	25	0	N/A	62	66	N/A	275	N/A	0	127	436
Percentage Change From Fall 2008 to 2013	0.0%	24.0%	N/A	N/A	N/A	- 4.5%	N/A	- 0.7%	N/A	N/A	13.4%	6.7%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff 2013, 2012 and 2008</i>												

From 2012-2013, the University successfully increased its percentage of tenured professors from the ethnic/racial protected classes with increases of 14.8% in Black/African-American category, 11.4 % in the Asian category, and 5% for Hispanic. Additionally, females also fared well with a 10.8% increase. From 2008-2013, the Non-Resident Alien category maintained a stagnant while the Black/African-American category increased by 24%. Female representation increased by 13.4% while other categories sustained slight decreases. The University will work to increase these numbers in the future.

Chart 2. Category Representation – Tenure-Track Faculty												
Indicator	NRA	B	AI/AN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥ Two (2012 and 2013)	Not Reported	Female	Total

									and 2013)			
Number, Fall 2013	44	11	2	43	N/A	20	0	121	0	0	103	241
Number, Fall 2012	43	11	2	45	N/A	19	0	120	0	0	104	240
Percentage Change From Fall 2012 to 2013	2.3%	0.0%	0.0%	-4.4%	N/A	5.3%	N/A	0.8%	N/A	N/A	-1.0%	0.4%
Number, Fall 2008	56	18	1	N/A	23	25	N/A	87	N/A	0	84	210
Percentage Change From Fall 2008 to 2013	-21.4%	-38.9%	100.0%	N/A	N/A	-20.0%	N/A	39.1%	N/A	N/A	22.6%	14.8%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Fall Staff 2013, 2012 and 2008												

The University has made progress in recruiting the ethnic/racial protected classes from 2012-2013 with increases in Hispanic and Non-Resident Alien Representation. Females and Asians sustained slight decreases while there was no change for Blacks or American Indian/Alaskan Native categories. From 2008-2013, the University increased by 14.8% overall in its recruitment of the ethnic/racial protected classes. The recruitment of Black and Non-Resident Alien professors sustained the highest decrease but the recruitment of female professors produced the highest increase at a rate of 22.6%. The University will continue its commitment to advertising career opportunities in female and minority publications with an emphasis on recruiting diverse talent.

Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	B	AI/A N	A (2012 and 2013)	A/PI (2008)	H	NH/O PI (2012 and 2013)	W	≥ Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013	43	36	0	26	N/A	110	0	254	3	0	247	472
Number, Fall 2012	34	32	0	25	N/A	96	0	241	1	0	224	429
Percentage Change From Fall 2012 to 2013	26.5%	12.5%	N/A	4.0%	N/A	14.6%	N/A	5.4%	200.0%	N/A	10.3%	10.0%
Number, Fall 2008	8	13	0	N/A	8	32	N/A	110	N/A	0	90	171
Percentage Change From Fall	437.5%	176.9%	N/A	N/A	N/A	243.8%	N/A	130.9%	N/A	N/A	174.4%	176.0%

2008 to 2013												
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff 2013, 2012 and 2008. Please note that, as of Fall 2012, the Non-Tenure Earning Faculty Category now includes Multi-Year faculty whom were previously classified in the Without Faculty Status in the IPEDS HR Survey.</i>												

Analysis of the employment representation for this category indicates a 176% increase in the ethnic/racial protected classes from Fall 2008 to Fall 2013. Female recruitment also produced an overall increase of 174.4%. The institution also demonstrated a significant increase for Blacks with an increase of 176.9% and an increase of 243.8% for Hispanics. Perhaps, our highest achievement was in the area of Non-resident Aliens, which yielded a 437.5% increase. These totals indicate the University's commitment to recruiting diverse faculty supporting its mission to be Worlds' Ahead.

Chart 4. Category Representation – Management Occupations												
Indicator	NRA	B	AI/AN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥ Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013	8	81	1	26	N/A	329	0	329	4	0	463	778
Number, Fall 2012	6	73	0	24	N/A	252	0	265	1	0	376	621
Percentage Change From Fall 2012 to 2013	33.3 %	11.0 %	N/A	8.3 %	N/A	30.6 %	N/A	24.2 %	300.0 %	N/A	23.1%	25.3 %
Number, Fall 2008	13	56	1	N/A	24	224	N/A	253	N/A	0	327	571
Percentage Change From Fall 2008 to 2013	- 38.5 %	44.6 %	0.0 %	N/A	N/A	46.9 %	N/A	30.0 %	N/A	N/A	41.6%	36.3 %
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff 2013, 2012 and 2008. Please note that Fall 2013 and 2012 numbers reflect the new IPEDS occupational categories which are based on the 2010 Standard Occupational Classification (SOC) System Occupational Categories.

Analysis of the employment representation for this category demonstrates an increase in all of the ethnic/racial protected classes with an increase of 36.3% from 2008-2013. There was an increase of 44.6% for Blacks and 46.9% for Hispanics. The recruitment of Non-resident Aliens declined but the amount of female employees in this category increased by 41.6%.

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

PART VI. AREAS OF IMPROVEMENT FROM 2013 REPORT; ACHIEVEMENT OF IMPROVEMENT REPORTED IN 2014

Areas of Improvement Pertaining to Sex Equity in Athletics Identified in September 2014 Report:

Although the female participation rate continues to trend in narrowing the gap of the female undergraduate enrollment the rate remains disproportionate. However during AY 2013-14, the student-athlete male and female participation rates were equal. This is a significant result achieved with our efforts to reduce the gap in male versus female participation rates (i.e., roster capping for men and encouraging females to walk-on and increasing number of sand volleyball scholarships in accordance with NCAA rules). To highlight the significance of the improvement in AY 2010-11, the difference was 50 students between the male and female student-athlete participants.

Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, June 2013:

The athletic department added a sand volleyball scholarship per NCAA regulations for scholarship limits in 2013-14 academic year. The sand program in its second year excelled in achieving a top national ranking and was one of only 6 schools invited to compete in the American Volleyball Coaches Association National Championship. Our women's teams continue to thrive and have received numerous Conference USA accolades such as swimmer of the year, diver of the year, diving coach of the year, softball freshman of the year, and golf freshman of the year. We also had many academic successes including two Academic All-Americans: Jerica Coley (women's basketball) and Sonia Perez (swimming). Jerica Coley, an All-American on and off the court in her senior year, was the leading scorer in the nation for the second consecutive year. In addition Ms. Coley accumulated 3,107 points; she scored 23.7 point per game and ranked fifth in NCAA all-time scoring history. The new softball elevated grandstand construction was completed in time for the first 2014 competition.

Areas of Improvement Identified in the 2013 Report

NEW HIRES

DISCIPLINE	GOAL	RACE	GENDER
Science & Mathematics - Tenured/Tenure-Earning Faculty	3	Minority	M
Science & Mathematics - Tenured/Tenure-Earning Faculty	3	Minority	F
Science & Mathematics - Tenured/Tenure-Earning Faculty	1		F

Science & Mathematics - Non-Tenure-Earning Faculty	1	Minority	M
Science & Mathematics - Non-Tenure-Earning Faculty	5	Minority	F
Science & Mathematics - Non-Tenure-Earning Faculty	3		F
Social Science - Tenured/Tenure-Earning Faculty	2	Minority	M
Social Science - Tenured/Tenure-Earning Faculty	8		F
Social Science - Non Tenure-Earning Faculty	2	Minority	M
Social Science - Non Tenure-Earning Faculty	5	Minority	F
Social Science - Non Tenure-Earning Faculty	7		F
Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1	Minority	M
Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1		F
Performing & Visual Arts-Non-Tenure-Earning Faculty	2	Minority	F
Performing & Visual Arts-Non-Tenure-Earning Faculty	4		F

Achievement Report, 2014

NEW HIRES

DISCIPLINE	GOAL	ACHIEVEMENT	RACE	GENDER
Science & Mathematics - Tenured/Tenure-Earning Faculty	9	9	Minority	M
Science & Mathematics - Tenured/Tenure-Earning Faculty	1	1	Minority	F
Science & Mathematics - Tenured/Tenure-Earning Faculty	4	7		F
Science & Mathematics - Non-Tenure-Earning Faculty	2	8	Minority	M
Science & Mathematics - Non-Tenure-Earning Faculty	2	6	Minority	F
Science & Mathematics - Non-Tenure-Earning Faculty	2	6		F
Social Science - Tenured/Tenure-Earning Faculty	5	5	Minority	M
Social Science - Tenured/Tenure-Earning Faculty	3	5	Minority	F
Social Science - Tenured/Tenure-Earning Faculty	8	8		F
Social Science - Non Tenure-Earning Faculty	2	5	Minority	M
Social Science - Non Tenure-Earning Faculty	2	5	Minority	F
Social Science - Non Tenure-Earning Faculty	1	12		F
Performing & Visual Arts - Tenured/Tenure-Earning Faculty	1	2		F

PART VII. PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS 2013-2014

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	1	0	3
Black or African American	0	0	0	0	0
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	13	2	1	0	10
Other, Not Reported	0	0	0	0	0
Total Male (include Other, Not Reported)	18	2	2	0	14
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	5	0	0	0	5
Black or African American	1	0	0	0	1
Hispanic	4	1	0	0	3
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	4	0	0	0	4
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (include Other, Not Reported)	14	1	0	0	13
	43.8%	33.3%	0.0%	0.0%	48.1%
GRAND TOTAL	32	3	2	0	27

*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.

PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION 2013-2014

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																		
No University-wide committee																		
College of Architecture + the Arts																		
College Committee	0	0	0	0	0	0	0	0	1	1	0	0	1	4	0	0	2	5
Architecture Dept. Committee	0	0	0	0	0	0	0	0	3	1	0	0	3	1	0	0	6	2
Theatre Dept. Committee	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	4	0

College of Arts & Sciences																		
College Committee	1	0	0	0	0	0	0	0	0	1	0	0	3	2	0	0	4	3
Chemistry & Biochemistry Dept. Committee	0	0	0	0	3	3	0	0	3	1	0	0	19	4	0	0	25	8
Earth & Environment Committee	1	0	0	0	6	2	0	0	5	1	0	0	15	3	0	0	27	6
Economics Dept. Committee	0	0	0	0	1	0	0	0	0	0	0	0	1	3	0	0	2	3
English Dept. Committee	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	3
Math & Statistical Sciences Dept. Committee	1	0	0	0	2	0	0	0	0	0	0	0	2	0	0	0	5	0
Modern Languages Dept. Committee	1	0	0	0	0	0	0	0	4	4	0	0	1	0	0	0	6	4
Politics & Int'l Relations Dept. Committee	0	1	0	0	3	1	0	0	4	2	0	0	17	6	0	0	24	10
Psychology Dept. Committee	0	0	0	0	1	0	0	0	0	0	0	0	1	2	0	0	2	2
Public Administration Dept. Committee	0	0	0	0	1	0	0	0	1	0	0	0	3	0	0	0	5	0
Religious Studies Dept. Committee	1	0	0	0	0	1	0	0	1	1	0	0	6	4	0	0	8	6
College of Business Administration																		
College Committee	0	1	0	0	3	1	0	0	0	1	0	0	0	0	0	0	3	3
Finance Dept. Committee	0	0	0	0	6	1	0	0	0	0	0	0	9	0	0	0	15	1
College of Education																		
College Committee	1	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0	4	2
Teaching and Learning Dept. Committee	0	1	0	0	1	0	0	0	0	1	0	0	5	7	0	0	6	9
College of Engineering and Computing Sciences																		

College Committee	0	0	0	0	1	0	0	0	1	0	0	0	4	0	0	0	6	0
Biomedical Engineering dept. Committee	0	0	0	0	3	1	0	0	0	0	0	0	2	1	0	0	5	2
School of Computing and Information Sciences Committee	1	0	0	0	8	0	0	0	0	0	0	0	6	1	0	0	15	1
Electrical and Computer Engineering Dept. Committee	1	0	0	0	3	0	0	0	2	0	0	0	5	0	0	0	11	0
College of Law																		
College Committee	2	0	0	0	0	0	0	0	2	1	0	0	6	3	0	0	10	4
No dept. committees																		
College of Public Health & Social Work																		
College Committee	1	0	0	0	2	0	0	0	0	0	0	0	4	2	0	0	7	2
Health Policy and Mgmt Dept. Committee	0	0	0	1	0	0	0	0	0	0	0	0	2	1	0	0	2	2
School of Social Work Committee	0	0	0	0	1	0	0	0	1	0	0	0	4	1	0	0	6	1

Tenure assessment

- 1) A total of 15 faculty in a protected-class applied for tenure of which 13 or 86.7% were successful in obtaining tenure. The faculty in the majority race were slightly less successful in obtaining tenure. A total of 17 faculty in the majority race applied for tenure of which 14 or 82.4% were successful in obtaining tenure.
- 2) A total of 18 male faculty applied for tenure of which 14 or 77.8% were successful in obtaining tenure. The female faculty were significantly more successful in obtaining tenure. A total of 14 female faculty applied for tenure of which 13 or 92.8% were successful.

Assignments for instructional faculty are provided by the department chairs to the faculty based on faculty defined workload policies for their respective unit. Each faculty member is provided an assignment that offers equitable opportunities in relation to other faculty in their unit to meet the required criteria for tenure, promotion, merit increases, and reappointment. A faculty member is provided opportunities to express concerns regarding their assignment. If the faculty member has alleged violations of the University/college assignment policy, there is an established resolution procedure in which is part of the faculty's collective bargaining agreement with the University.

PART IX. Other Requirements

A. The Budgetary Incentive Plan

FIU is committed to a diverse workforce where the contributions of each member of our faculty, administration, and staff are respected and valued. Our objective is to provide current and potential employees with an equal opportunity to compete for employment and advancement opportunities. Our diverse student body of more than 54,000 students from more than 125 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 Recruitment Services and reflect a University commitment and a team approach to increasing faculty and staff diversity. The recruitment team consists of the Hiring Department, 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 the advertising in venues specific to open positions. Each hiring official is encouraged to use support of collective efforts to cast the net wide in search of qualified faculty and administrative applicants. This is one component of the University's strategic efforts to provide equal opportunity to all applicants and to eliminate discrimination against any group or individual. FIU will recruit, hire, and promote persons without regard to race, color, religion, age, disability, sex, sexual orientation, national origin, marital status, or veteran status. This effort also includes recruitment announcements in minority publications, outreach to the various Minority Caucuses and Sub-Groups within the discipline, e.g. the Black Women of the American Psychological Association, etc. Local, national and regional Affinity Groups, and Constituency Groups are contacted and informed of FIU's employment opportunities.

The University continues 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

Each University President shall be evaluated on the results of the Florida Equity Reports. The 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 BOT Chair.

The Personnel Committee shall provide President Rosenberg with a written assessment of its evaluation, and the Committee shall present its written assessment and recommended performance rating for Board of Trustees approval. Michael M. Adler, Chair of the Florida International University Board of Trustees Personnel Committee, led the discussion on the University's 2012-13 Annual Accountability Report and the President's performance during the 2012-13 academic year.

The evaluation was conducted by the Board of Trustees Personnel Committee and the results were presented at the March 2014 BOT meeting. In sum, based on the goals approved by the Board, executive performance ratings, the President's overall performance and accomplishments for the 2012-13 academic year, the Committee recommended a rating of "Superior" for President Rosenberg. The President's self-evaluation along with the approval of his overall performance is

located on the FIU Board of Trustees website which can be accessed respectively on the following websites:

<http://bot.fiu.edu/Meetings/MeetingArchive2014/Agenda.Personnel.Committee.01.09.14.pdf>

http://bot.fiu.edu/Meetings/Meeting-Archives/SiteAssets/Pages/Archive-2014/COMPLETE_Agenda_Full_Board_mtg_3.27.14.pdf

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