Florida Equity Report:
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2022
Data Year: July 2020 – June 2021
Approved by:

Dean C. Colson
Chair, University Board of Trustees

Date

Dr. Kenneth Jessell
Interim University President

Date

Submitted by:
Emmanuele A. Bowles, Ed.D., Assistant Vice Provost, Diversity, Equity, and Inclusion
Division of Diversity, Equity, and Inclusion
Florida International University
Primera Casa 220
11200 SW 8th Street, Miami, FL 33199
Phone: (305) 348-6088
Email: archange@fiu.edu
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This annual Florida Equity Report is required under the Florida Educational Equity Act (FEEA) (Section 1000.05, F.S.) and Florida Board of Governors (BOG) Regulation 2.003 Equity and Access.

The 2022 FEEA Report encompasses ten areas: Executive Summary/Description of Plan Development, Review of Policies and Procedures, Academic Program Reviews, Gender Equity in Intercollegiate Athletics, Employment Representation, Areas of Improvement/Achievement, Protected-class Representation in the Tenure Process, Promotion and Tenure Committee Composition, Budget Plan, and Administrators Evaluations. The academic year (AY) being reviewed is July 1, 2020, to June 30, 2021. The essence of these reports serves as a reaffirmation of the commitment of Florida International University (FIU) toward enhancing the representation of women and minorities in FIU’s undergraduate, graduate, professional, and athletics programs as well as faculty and administrative positions.

FIU has two campuses that amass the greater populations of students, faculty, and staff: the Modesto A. Maidique Campus (MMC) in west Miami-Dade County and the Biscayne Bay Campus (BBC) in North Miami.

HIGHLIGHTS AND ACHIEVEMENTS

Academic Programs (Part III)
FIU received several recognitions and notable rankings. FIU received a number of national rankings in 2020 and 2021. In August 2020, FIU was listed as the top institution in the U.S. in enrolling and graduating Hispanic students with Bachelor’s degrees, according to an analysis released by Excelencia in Education. Excelencia in Education previously awarded FIU the Seal of Excelencia in 2019 for its commitment to student excellence and efforts to increase equity and student success. FIU has developed and implemented programs to support the success of all its students, including more than 22% that identify as first-generation and 50% that receive Pell grants. The programs, which are also helping increase degree completion for Hispanic students, include Federal TRIO programs, success coaches, professional advisors, a Math Mastery Lab, and the largest learning assistant program in the nation.

Also, in August 2020, in the Washington Monthly Magazine College Rankings, FIU moved 25 spots to No. 18 among public universities, continuing to climb to No. 43 in 2019 from No. 54 in 2018. Among public universities, FIU ranked No. 12 for social mobility and No. 35 for public service. Washington Monthly also placed FIU at No. 3 among public universities in the 2020 Best Bang for the Buck Rankings in the Southeast,
an “exclusive” list of schools ranked according to how well they help low-income students attain marketable degrees at affordable prices.

FIU was also listed as one of the top 100 public universities in the country, according to the latest U.S. News & World Report rankings. The international business program came in at No. 2 in the nation for the second consecutive year, making it the highest-ranked program of any university in Florida. In U.S. News & World Report specialty rankings, FIU placed No. 13 among public institutions in Social Mobility and No. 32 among public institutions in Best Value.

FIU ranked among the top U.S. public universities in the Times Higher Education 2021 World University Rankings. FIU climbed 17 spots from No. 75 to No. 58 among public universities in the nation in the Times Higher Education World University rankings. FIU also moved up one bracket in the overall World rankings to the 401-500 bracket from the 501-600 bracket last year, including more than 1,500 universities across 93 countries. Universities were evaluated based on five areas: teaching (the learning environment); research (volume, income, and reputation); citations (research influence); international outlook (staff, students, and research); and industry income (knowledge transfer).

Gender Equity in Athletics (Part IV)
FIU has a designated Deputy Title IX Coordinator in the Athletics Department who, in collaboration with the University’s Title IX Coordinator, arranges for diversity training for all student-athletes and ensures compliance with Title IX and the NCAA standards. Efforts have been made to ensure equitable facilities, equipment, personnel, and opportunities for female and male athletes. A Title IX and diversity, equity, and inclusion committee also assist in ensuring an equitable and diverse athletics program. FIU’s NCAA committee oversees compliance with NCAA standards and reporting requirements. Active member Institutions of the NCAA are required to complete an equity, diversity, and inclusion review once every four years and provide written confirmation of completion to the national office. This allows for a review to occur at least once during a typical student-athlete’s four years of eligibility.

FIU further focuses on training the athletic coaching and support staff on the importance of inclusion, diversity, equity, and access to ensure that they are well-suited to meet the needs of our diverse student-athlete population.

Employment (Part V)
FIU is committed to ensuring that the faculty and staff at our institution reflect the diversity of our local community and student body. The Division of Human Resources continues to lead efforts to strengthen employment, recruitment, classification, and compensation by leveraging technology to meet current university/legal/compliance
demands, expectations, and changes in the law for administrative, staff, and student employees. Further, the Division of Academic Affairs and the Office to Advance Women, Equity, and Diversity (AWED) are actively engaged in the recruitment, retention, and development of university faculty throughout each college/school.

FIU was one of the best colleges in the nation to work for in 2020, according to the Great Colleges to Work For® program. The university also achieved honor roll designation in 11 out of 12 categories. Honor status is given when the university receives recognition across all the categories. FIU has received honor roll designation every year since 2016. FIU has now been recognized six times, five of these consecutively with honor roll designation.

In Fall 2021, there were increases in the number of females, American Indian/Alaska Native, Asian, Hispanic, and White tenured faculty members compared to Fall 2020. For tenure track faculty, there was an increase in the number of women, Black, American Indian/Alaska Native, Hispanic, and those who identify as Two or More Races.

**Areas of Improvement and Achievement (Part VI)**
During the academic period of 2020-2021, the pandemic impacted our students, faculty, and staff. Even with the impact of the pandemic, FIU made progress with improving diversity, equity, and inclusion across the measured areas. There are a few areas that have been identified for improvement. In reviewing First-Time-In-College (FTIC) enrollment, although the total number of FTIC students enrolled at FIU decreased from 4,159 in Fall 2016 to 2,872 in the Fall of 2021, there was an increase from Fall 2020 to Fall 2021 by 5%.

Another area of improvement is the number of transfers from the Florida State College system. The number of transfers decreased by 9% from the previous fiscal year’s 7,742 enrollment. In reviewing the awarded degrees from AY 2019-2020 to AY 2020-2021, the number of doctoral degrees awarded to Black students stayed the same and decreased by 10 degrees for Hispanic students. No doctoral degrees were awarded for Native Hawaiians/Other Pacific Islander and American Indian/Alaska Native categories in the AY 2020-2021. In previous years, we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs (a 1% increase per year). However, numbers for Black students stayed the same, and Hispanic students decreased compared to the prior year.

Regarding gender equity in intercollegiate athletics, for the second consecutive year, the student-athlete male participation rate decreased while the female participation rates increased. This change is a significant result achieved with our efforts to reduce the gap in male vs. female participation rates (roster capping for men and encouraging females
to walk on). These efforts will continue. The athletics department recognizes that this has been an area of improvement for more than three academic years. The new athletics department’s leadership has prioritized the need to address the significant differences between the baseball and softball facilities by 2024.

For employment representation, the Fall 2021 number of female tenured, tenure-track, and non-tenure-earning or faculty in the non-tenure category increased compared to the previous Fall. There was a decrease in the number of Black tenured faculty. The university has an Affirmative Action plan with numerical placement goals that have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45, and we are making good-faith efforts to meet the obligations contained in the plan. There are four (4) placement goals for female faculty in faculty leadership, tenured faculty, professor non-tenure, and lecturer/adjunct faculty job groups. There are nine (9) placement goals for the administrative job groups in the athletic-support services, scientific & research professional, student services, other professional, senior-level clerical, mid-level clerical, admin support, computer-telecommunication, technician/paraprofessional, skilled craft workers, and custodial worker job groups.

**Tenure & Promotion (T&P) Committee Composition (Part VII)**

Of the 82 faculty who served on college-level committees in AY 2020-2021, 59% were male and 41% were female. Men were slightly underrepresented on the committees compared to their percentage of tenured/tenure-track faculty (68% in Fall 2020-Spring 2021 when the committees were meeting). For race/ethnicity, White is the group most represented compared to all tenured faculty on the college committees, with 62% of the committee being White vs. 58% of the tenured faculty. The following two most represented groups are Asian (20%) and Hispanic (18%). The percentage of Asian faculty on the committees is similar to their portion of tenured faculty at 23%, but Hispanic faculty are overrepresented as they comprise only 12% of all tenured faculty. The representation of Black faculty on the committees is equal to their representation among tenured faculty at 5%.

Overall, the composition of the college-level T&P committees is similar to that of the tenured faculty. However, White faculty are overrepresented compared to our university-wide tenure-track faculty numbers. Care must be taken moving forward to ensure equitable support and evaluation of junior faculty through the tenure process, being aware of unintentional biases or barriers that could impede their progress. Incorporating elements to support an equitable system, the demographics of these senior-level committees should eventually match that of the current junior faculty.

**Description of Plan Development**

The guidelines for this report were provided by the Board of Governors, which oversees the State University System (SUS) of Florida. The completion of this plan was a collaborative institutional effort comprised of representatives from the Office of the
Provost, Academic & Student Affairs, Academic Budget Office, Athletics, University Graduate School, Human Resources, Analysis and Information Management, and Enrollment Management and Services, and led by FIU’s Division of Diversity, Equity, and Inclusion (DEI). FIU’s Assistant Vice Provost of DEI prepares the FEEA report, and the Diversity Council Policy committee reviews it. This committee’s responsibility is to review institutional policies and recommend diversity, equity, and inclusion-related policy issues to the Vice Provost of DEI. This committee also provides feedback on the equity report submission based on the Florida Equity report guidelines. The Office of the General Counsel and the Sr. Vice President of Human Resources and Vice Provost of DEI review the report before it is submitted for approval to the University President and the FIU Board of Trustees (BOT). In addition, the report is presented to the BOT’s Academic Policy and Student Affairs before the entire board approves it.

Sources used for data
FIU commits that all persons shall have equal access to programs, facilities, admissions, academic programs, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by university policy or by state or federal laws and regulations. The sources used for data are the Integrated Postsecondary Education Data System (IPEDS), the 2020 Affirmative Action plan, and relevant other institutional surveys and assessments. The Office of Analysis and Information Management (AIM) provided data and quantitative tables to illustrate the university’s status in enrollment, retention/graduation rates, and completions, faculty/staff comparisons. IPEDS contains data using public member institutions of the Association of American Universities (AAU) and is used to measure comparative national standards where appropriate. Protected classes defined by IPEDS are Resident Alien (and other eligible non-citizens) (and other eligible non-citizens) (NRA); Black (B); American Indian/Alaska Native (AI/AN); Asian (A); Hispanic; Hispanic or Latino (H); Native Hawaiian or Other Pacific Islander (NH/OPI); White (W); Two or More Races (≥2); and Race/ethnicity unknown (UNK). The following areas assisted with gathering information for this report: Institutional Research, Academic Affairs, Student Affairs, Human Resources, Advancement of Women and Diversity, Division of Diversity, Equity, Inclusion, and Athletics.

Summary of Institutional Progress

Academic Programs
FIU has experienced an increase in Bachelor’s, Master’s, Doctorate, and professional degrees awarded during the 2020-2021 Academic Year. There has also been an increase in enrollment of FTIC students at FIU. FIU will continue to augment these pathways for FTIC students in the upcoming year. FIU further affirms its commitment to community outreach and diverse recruitment initiatives to impact diversity outcomes in undergraduate student enrollment, retention, and graduation rates.
The number of doctoral degrees awarded to Black students increased by 2% from the previous year; however, that category remains underrepresented. There was a decrease in the number of doctoral degrees awarded to female students.

Another area identified for improvement is gender equity in intercollegiate athletics, mainly with participation rates of males and females, compared to full-time undergraduate enrollment. Additionally, the availability of facilities, defined as locker rooms, practice, and competitive facilities, has been identified as an area for improvement.

For employment representation, the Fall 2020 number of tenured female faculty remains the same as the previous Fall and increased by 6% for the non-tenure-earning or faculty in the non-tenure category. In accordance with the university’s Affirmation Action plan, FIU has made progress in its seven (7) job group goals for the previous year and has established 2020-2021 goals. Affirmative Action Program numerical placement goals have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45 and do not represent rigid and inflexible quotas, nor do they provide for preferential treatment on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

**Budget Plan**

In July 2020, the Division of DEI was created with a $1.4 million E&G budget allocation to ensure the institutional diversity, equity, and inclusion goals are intentionally set and met campus-wide. The $1.4M budget breakdown is as follows $1,057,502 for salaries, $61,259 for temporary employees, and for $300,337 expenses ($280,150 carry forward and $20,187 E&G). This budget helps to accomplish the university-wide diversity, equity, and inclusion goals. Individual department budget plans include specific strategies and a budget allocation that support diversity and inclusion among faculty, staff, and students.
A. REVIEW OF POLICIES AND PROCEDURES
FIU has a deep commitment to diversity, equity, and inclusion. The university is committed to the pursuit of excellence by being inclusive to individuals without regard to race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, marital status, familial status, or veteran status. Discrimination and harassment are forms of conduct that shall result in disciplinary or other action as provided by the university's regulations. It violates the FIU-105, 106, and 2501 regulations for any university community member to discriminate against or harass any member of the university community or applicant. In October 2020 and January 2021, FIU updated regulation FIU-105 to comply with new amendments to the regulations implementing Title IX of the Education Amendments of 1972 (Title IX). The regulations are:

- FIU-105: Sexual Harassment (Title IX) and Sexual Misconduct
- FIU-106 Nondiscrimination, Harassment, and Retaliation (Title VII)
- FIU-2501 Student Conduct and Honor Code

Examples of established university policies, procedures, practices, and programs that relate to equity are updated regularly, as evidenced by the university’s:

- Equal Opportunity and Non-Discrimination Statement;
- 1705.010 Recruitment & Selection Policy;
- Annual Affirmative Action Plan;
- Employee Code of Conduct;
- Student Handbook & Orientation;
- Search and Screen Committee training (faculty & staff);
- Administrative Search and Screen Handbook;
- Faculty Handbook;
- Tenure and Promotion Manual; and
- Title IX Statement.
B. DOCUMENTATION OF NON-DISCRIMINATION POLICY
The policies and regulations are posted on our policies.fiu.edu and regulations.fiu.edu websites, respectively. Faculty, staff, students, and any interested person can access the non-discrimination and Title IX regulations and policies from every footer of every FIU webpage. Additionally, the offices of Civil Rights Compliance and Accessibility and DEI provide reoccurring training for students, faculty, and staff that informs them about these policies and regulations. These policies and regulations are communicated to employees, faculty, and students at their orientations. A copy of the policies and regulations has been included below.

FIU-105: Sexual Harassment (Title IX) and Sexual Misconduct policy document

FIU-105 Sexual Harassment (Title IX) and Sexual Misconduct

I. POLICY STATEMENT

Florida International University (the University) is committed to encouraging and sustaining a learning and living environment that is free from discrimination based on sex including gender, gender expression, gender identity, and sexual orientation. Discrimination based on sex encompasses Sexual Misconduct, Sexual Harassment, Gender-Based Harassment, Domestic Violence, Dating Violence, and/or Stalking. The University has developed this regulation applicable to the entire University Community (i.e., students, student organizations, faculty, staff, affiliated third parties, and visitors) prohibiting discrimination based on sex consistent with Title IX of the Education Amendments of 1972 (Title IX), relevant provisions of the Violence against Women Reauthorization Act of 2013 (VAWA), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), along with all applicable implementing regulations, and other applicable federal and state laws.

The University has identified two areas that are under the purview of this Regulation: Sexual Harassment as defined by Title IX and Sexual Misconduct. Sexual Harassment applies to alleged harassment, violence, and/or prohibited discrimination that occurs in a University education program or activity in the United States. This refers to locations, events, or circumstances over which the University had substantial control over both the Respondent and the context in which such incidents occurred, and also includes buildings owned by or controlled by a student organization that is officially recognized by the University. Sexual Misconduct applies to alleged harassment, violence, and/or prohibited discrimination that occurs in or outside a University education program or activity regardless of location. Nothing in this Regulation shall be construed as preventing the University President from taking any action which may be deemed necessary to meet the goals of this Regulation. The President may change the outcome and/or sanctions for any matter under the jurisdiction of this Regulation as outlined in Section XV.

All members of the University community are expected to conduct themselves in a manner that does not infringe upon the rights of others and is consistent with this regulation. The Regulation is not meant to inhibit or prohibit educational content or discussions protected by academic freedom or the First Amendment, the Fifth and Fourteenth Amendments, or any other rights guaranteed by the U.S. Constitution.

The University emphasizes the importance of treating Complainants and Respondents equitably upon receipt of a Formal Complaint. There is a presumption the Respondent is Not Responsible for the alleged conduct until Final Agency Action.

II. TITLE IX COORDINATORS

The Title IX Coordinator is:
- knowledgeable and trained in University policies and procedures and relevant state and federal laws;
- responsible for coordinating the effective implementation of Supportive Measures;
- responsible for responding to concerns raised by the Deputy Title IX Coordinator(s), University Police, or Responsible Employees;
• responsible for overseeing investigations of alleged violations of this Regulation;
• responsible for ensuring the effective implementation of this Regulation, including monitoring compliance with all procedural requirements, recordkeeping, and timeframes;
• responsible for overseeing training, prevention, education efforts, and periodic reviews of climate and culture; and
• responsible for maintaining all reports of possible violations of this Regulation and reviews such reports and complaints for systemic patterns that need to be addressed.

The University’s Title IX Coordinator is:

Ryan Kelley
Office of Civil Rights Compliance and Accessibility (CRCA)
Office number: 305-348-2785
Email: ocrva@fiu.edu
Address: 11200 S.W. 8th Street, PC 220
Miami, FL 33199

The Title IX Coordinator has designated Deputy Title IX Coordinators to assist in fulfilling the Title IX Coordinator duties. The Deputy Title IX Coordinators are:
• Heidi Lousy, Interim Director, Employee & Labor Relations (ELR)
  Office number: 305-348-4186, PC 236
  email: elr@fiu.edu
• Kevin Kendrick, Sr. Associate Athletic Director, University Compliance
  Office number: 305-348-2843, Ocean Bank Convocation Center 154
  email: kevin.kendrick@fiu.edu
• Michella Horvath, Assistant Dean of Students, Student Conduct and Academic Integrity
  Office number: 305-348-3939, GC 311
  email: mhorvath@fiu.edu

The Title IX Coordinator, Deputy Title IX Coordinators, investigators, Hearing Officer(s), and the Hearing Body are properly trained based on their roles. Training includes what constitutes Sexual Misconduct and Sexual Harassment, the scope of the University’s education programs and activities, how this Regulation is implemented, how to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially including by avoiding pre-judgment of the facts at issue, conflicts of interest and bias, any technology to be used at a live hearing, issues of relevance of questions and evidence, including when questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant, and relevance to create an investigatory report that fairly summarizes relevant evidence.

The Title IX Coordinator, investigators, and Hearing Officer(s), and Hearing Body will be free of actual or reasonably perceived conflicts of interest and biases for or against any party.

Concerns about the University’s application of this Regulation may be addressed to the following offices below and/or to the Deputy Title IX Coordinators listed above.
III. DEFINITIONS

Actual knowledge – Verbal or written notice of Sexual Harassment or Sexual Misconduct or allegations of Sexual Harassment or Sexual Misconduct to the Title IX Coordinator or Responsible Employee.

Advisor – Any person chosen by the Complainant or Respondent to assist throughout the Sexual Harassment or Sexual Misconduct process (e.g., faculty, staff, parent/guardian, attorney, friend, alumni, or any other person who is not a Witness in the process).

Appellate Officer – The Senior Vice President for Academic and Student Affairs or designee for student Respondents or the Vice President for Human Resources or designee for non-student Respondents.

Business Day - A day when the University is open for regular business operations from 8:30 am to 5:00 pm Eastern Time. For emailed correspondence, the day of delivery is not included in a designated time period. In computing any time period specified in this Regulation, the day of the event, act, or default that initiates the period shall be excluded.

Complainant – Any individual who is alleged to be a victim of conduct that could constitute behavior prohibited by this Regulation.

Consent - A clear, knowing, and voluntary agreement to engage in specific sexual activity at the time of the activity. Consent can be communicated by words or actions as long as those words or actions create mutually understandable permission regarding willingness to engage in (and the conditions of) sexual activity. Consent must be ongoing throughout the sexual activity and can be withdrawn at any time. Sexual contact must cease immediately once withdrawal of consent is clearly communicated.

- Consent must be active, not passive.
- Lack of protest or resistance does not mean consent has been granted, nor does silence mean consent has been granted.
- Within each sexual encounter, there may be separate individual sexual acts involved, and consent to one act and/or person(s) by itself does not constitute consent to another act and/or person(s).
- The existence of a dating relationship between the persons involved, or the fact of past sexual relations, should never, by itself, be assumed to be an indicator of consent for any current or future sexual encounter even in the context of a relationship, there must be mutual consent.
• If coercion or force is used, there is no consent.
• If a person is incapacitated so that the person cannot understand the fact, nature or extent of the sexual situation, there is no consent. This may be affected by conditions due to age, alcohol or drug consumption, unconsciousness, being asleep, physical or developmental disabilities.
• Whether one has taken advantage of a position of influence over another can be a factor in determining whether there was consent.
• In order to give consent, one must be of legal age.
• The question of what the Respondent should have known as to whether the Complainant was incapacitated is objectively based on what a reasonable person, sober and/or exercising good judgment, would have known about the condition of the Complainant.

Deputy Title IX Coordinator – The Deputy Title IX Coordinator is an individual(s) designated by the Title IX Coordinator to support the Title IX Coordinator with respect to the University’s efforts to comply with this Regulation.

Final Agency Action - Notice that the University has made a final determination and, as such, may be appealed to an external judicial forum.

Formal Complaint – A document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment or Sexual Misconduct against a Respondent and requesting an investigation of alleged Sexual Harassment or Sexual Misconduct.
• A document filed by a Complainant means a document or electronic submission that contains the Complainant’s physical or electronic signature or otherwise indicates the Complainant is the person filing the complaint.

Hearing Body – Members of the University community responsible for determining the merits and sanctions of alleged conduct violating this Regulation. The Hearing Body for Sexual Harassment and Sexual Misconduct shall consist of a University Official or panel of University Officials except, if requested by a student Respondent and no objection is raised by the Complainant, a Hearing Body may be comprised of at least one-half of students.

Hearing Officer – The University official responsible for chairing the Hearing Body. The Hearing Officer will not be the same person as the Title IX Coordinator or investigator.

Impact Statement – An oral or written statement that describes how the Complainant or Respondent is impacted by the alleged conduct.

Incapacitation – Incapacitation is the inability, temporarily or permanently, to give Consent because the individual is mentally and/or physically helpless, or the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring.

Interim Suspension or Administrative Leave – An immediate separation or leave from the University.

Responsible Employee – Any employee with authority to institute corrective measures; who has been given the duty of reporting incidents of Sexual Harassment or Sexual Misconduct or any
other misconduct by students or employees to the Title IX Coordinator or other appropriate University designee; or an individual who a student or employee could reasonably believe has this authority or responsibility.

Student employees are only Responsible Employees if they are employed in the following positions:

- Graduate Teaching Assistants and Graduate Research Assistants;
- The Athletics Department; or
- Housing and Residential Life.

The definition of Responsible Employee does not absolve anyone with the knowledge of or reason to suspect child abuse, abandonment, or neglect of the responsibility to report such relevant information to the Department of Children and Families in accordance with FIU Policy #140.130 Mandatory Reporting of Child Abuse, Abandonment and Neglect.

**Obstruction** – Any action, individually or working with others, which the Respondent knew or should have known would impede an investigation by the University into possible violations of this Regulation committed by the Respondent, including, but not limited to, failing to participate in a University investigation or grievance process if not the Respondent, making false statement or submitting false information during the grievance process, or destroying potentially relevant evidence.

**Preponderance of the Evidence** – Based on the evidence provided, it is more likely than not that the actions alleged occurred. Grievance proceedings are conducted to take into account the totality of all evidence available from all relevant sources. The burden of proof rests with the University.

**Reporting Party** - Any person (excluding the Complainant) who reports an alleged violation of the FIU 105 Regulation.

**Respondent** - Any individual or group, including student organization, who has been accused of violating this Regulation.

**Retaliation** – Any words or behavior made to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by this Regulation, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Regulation. Retaliation may be committed by the Respondent, the Complainant, the Reporting Party, or any other individual or group of individuals.

**Sexual Harassment** – Conduct on the basis of sex which occurs in the United States in a University activity or program that satisfies one or more of the following:

- An employee, including faculty, staff, or contractor, conditioning the provision of aid, benefit, or service on an individual’s participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity;
- Sexual Assault is defined as penetration, no matter how slight, of the vagina or anus with
any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant. Attempts or assaults to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded;

- Dating Violence which means violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
- Domestic Violence is defined as violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim; or
- Stalking defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

Sexual Misconduct – Conduct, regardless of geographic location, that includes:
- Coercion - Conduct, intimidation, and/or express or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in sexual contact or any other type of involuntary conduct, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:
  o Causing the deliberate incapacitation of another person;
  o Conditioning an academic benefit or employment advantage;
  o Threatening to harm oneself if the other party does not engage in sexual contact;
  or
  o Threatening to disclose an individual’s sexual orientation, gender identity, gender expression, or other personal or sensitive information if the other party does not engage in the sexual contact or takes actions involuntarily.
- Domestic Violence - violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim or by any other person against an adult or youth victim.
- Dating Violence - violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- Gender-based Harassment - harassment based on gender, sexual orientation, gender identity, or gender expression, including acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve contact of a sexual nature.
• **Non-Consensual Sexual Touching** – any sexual touching without consent. Sexual touching is any intentional touching of a person’s body, including the breasts, buttocks, groin, genitals, or other intimate parts. Touching may be over or under clothing and may include the Respondent touching the Complainant, the Respondent making the Complainant touch the Respondent or another person, or the Respondent making the Complainant touch the Complainant’s own body.

• **Obscene or Indecent Behavior**
  i. Exposure of one’s sexual organs or the display of sexual behavior that would reasonably be obscene or indecent to others. Other forms of obscene or indecent behavior include sexual exhibitionism, engaging in prostitution, or the facilitation or solicitation of a prostitute.
  ii. Observing another individual’s nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved.
  iii. Recording, photographing, transmitting, showing, viewing, streaming, or distributing intimate or sexual images, audio recordings, or sexual information of another person in any form without the knowledge and Consent of all parties involved.
  iv. Publishing a sexually explicit image of a person that contains or conveys the personal identification or information of the depicted person to an internet website, text, email, and/or social media without the depicted person’s Consent.

• **Revenge Porn** - to publish a sexually explicit image of a person, including any depiction that contains or conveys the personal identification or information of the depicted person by any electronic, digital or other means, including to an internet website, by text, by email, and/or by or through social media without the depicted person’s Consent.

• **Sex-based Harassment** – any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct of a sexual nature:
  i. Submission to, or rejection of, such conduct is made implicitly or explicitly a term or condition of a person’s instruction, academic standing, or participation in any University program, activity, or benefit;
  ii. Submission to, or rejection of, such conduct by an individual is used as a basis for academic or work evaluation;
  iii. Such conduct creates a hostile environment. A hostile environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the University’s educational, and/or campus-residential experience when viewed both from a reasonable person in similar circumstances and the person in question.

• **Sexual Assault** – Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration (regardless of whether it includes penetration) by a sex organ of another person, without the consent of the Complainant. Attempts or assaults to commit Sexual Assault are also included; however, statutory Sexual Assault and incest are excluded

• **Sexual Coercion** – the act of using pressure or force to have sexual contact with someone who has already refused.

• **Sexual Exploitation** - Knowingly or recklessly transmitting a sexually transmitted disease or sexually transmitted infection (such as HIV) to another individual without the
knowledge and consent of the person exposed.

- **Stalking** - A course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

**Supportive Measures** – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge, to the Complainant or Respondent. The Title IX Coordinator is responsible for coordinating effective implementation of Supportive Measures.

**Title IX** – refers to Title IX of the Educational Amendments of 1972, and applicable implementing regulations, which protects people from sex and gender discrimination in educational programs and activities at institutions that receive federal financial assistance. Title IX covers more than athletics and sexual assault, it addresses concerns relating to discrimination on the basis of sex or gender in all aspects of the educational process, including in the areas of recruitment, admissions, and counseling: financial assistance; the needs of pregnant and parenting community members, discipline; and employment.

**Title IX Coordinator** – The individual University official with the primary responsibility for coordinating the University’s compliance with Title IX.

**University Community** - Any student, faculty, staff, other person currently employed by the University, or working on University premises, or any participant in a University program or activity regardless of the location of the program or activity.

**Violation of Supportive Measure(s)**: Failure to comply with a Supportive Measure(s) imposed pursuant to this Regulation.

### IV. JURISDICTION

Jurisdiction applies to University educational program or activities, including locations, events, or circumstances over which the University exercised substantial control over both the respondent and the context in which the harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the University. For Sexual Misconduct matters, jurisdiction applies to respondents who are members of the University community regardless of location.

### V. OPTIONS FOR SEEKING CONFIDENTIAL ASSISTANCE AND/OR MAKING A REPORT OF A POTENTIAL VIOLATION

The University is committed to providing options through multiple contact points across campus that are broadly accessible to all University community members to address a potential violation of this Regulation. Anyone may seek confidential assistance and/or make a report to the University on behalf of themselves or others. It is important to understand the differences between these two options.

Seeking confidential assistance means talking about the alleged violation with a professional
who cannot share the information with anyone else without the express permission from the person sharing the information unless there is a threat of serious harm to the person sharing the information and/or to others and/or there is a legal obligation to reveal such information (e.g., suspected abuse or neglect of a minor or vulnerable adult). Any individual may choose to seek support from confidential professionals on and/or off campus, including the staff at the University Victim Empowerment Program, the counselors at the University Counseling and Psychological Services Center, medical health providers, clergy, and/or rape crisis counselors (as noted in the chart below). The confidential resource will provide help in addressing the incident to the extent possible and in accordance with the person’s desires. Seeking confidential assistance does not prevent an individual from making a Formal Complaint at a later date. The chart below provides a graphical representation of the differences between the options.

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THERE IS A DIFFERENCE BETWEEN “SEEKING CONFIDENTIAL ASSISTANCE” AND “MAKING A REPORT TO THE UNIVERSITY.” IT IS IMPORTANT TO UNDERSTAND WHAT WILL HAPPEN DEPENDING UPON WHICH ACTION YOU CHOOSE.

**CONFIDENTIAL ASSISTANCE***

Means talking about the situation with a professional who cannot share the information with anyone else, getting help figuring out what can be done according to your wishes, and helping with the options you choose, including if you decide to make a report to the University.

*There are certain legal limitations to confidentiality which will be explained to you at the beginning of any contact.

**MAKING A REPORT TO THE UNIVERSITY**

Means University Officials must take appropriate action

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**CONTACT:**

**On-campus professionals who can provide Confidential Assistance:**

- **Victim Empowerment Program**
  - 24 hour crisis: 305-348-2277
  - MMC: SHC 270
  - vep.fiu.edu

- **Counseling & Psychological Services (CAPS)**
  - MMC: SHC 270, 305-348-2277
  - BBC: WUC 320, 305-919-5305
  - caps.fiu.edu

- **Student Health Services**
  - MMC: 305-348-3336
  - BBC: 305-919-5620

- **Office of Employee Assistance**
  - MMC: 305-348-2469 • BBC: ACII 246B

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**CONTACT:**

**Title IX Coordinator**

**Deputy Title IX Coordinators**

**Mandatory Reporters**

**Campus Security Authorities**

**Dean of Students**

**Student Conduct and Academic Integrity (SCAI) Staff**

**Faculty**

**Police**
Off-campus professionals who can provide Confidential Assistance:

Roxcy Bolton Rape Treatment Center at Jackson Memorial Hospital
305-585-5185
1611 N.W. 12th Avenue, Miami, FL 33136
http://www.jacksonhealth.org/services-rape-treatment.asp

Florida Council Against Sexual Violence Information Line
1-888-956-RAPE

Florida Domestic Violence Hotline
1-800-500-1119; Florida Relay 711

Florida Victim Assistance
1-800-266-6667

Miami Coordinated Victim Assistance Center (CVAC)
305-285-5900

Any licensed mental health professional can provide Confidential Assistance

University Officials to contact for Making a Report to the University

Ryan Kelley
Title IX Coordinator
Office of Civil Rights Compliance and Accessibility (OCRCA)
Phone: 305-348-2785 | Email: ocrca@fiu.edu
Primera Casa 220

Heidi Louisy
Interim Director, Employee & Labor Relations (ELR)
Phone: 305-348-4186 | Email: elr@fiu.edu
Primera Casa 236

Kevin Kendrick
Sr. Associate Athletic Director, University Compliance
Phone: 305-348-2843
Email: kevin.kendrick@fiu.edu
Ocean Bank Convocation Center 154

Michelle Horvath
Assistant Dean of Students
Student Conduct and Academic Integrity
Phone: 305-348-3939
Email: mhorvath@fiu.edu
Graham Center 311

Silent Witness Form provides a method to report on an anonymous basis to the FIU Police Department:
http://police.fiu.edu/Silent_Witness.php

FIU Ethical Panther Line provides a method to report on an anonymous basis to the University Compliance Office at https://fiui-sight.com

Incident Reporting Form provides a method to report on an anonymous basis to Student Affairs:
All other employees not designated as confidential resources or Responsible Employees will safeguard an individual’s privacy, but are strongly encouraged to share any information about such conduct with the Title IX Coordinator or Deputy Title IX Coordinator(s) in recognition of the understanding that centralized reporting is an important tool to address, end and prevent prohibited conduct. Similarly, all students (who are not otherwise required to report as a Responsible Employee) are strongly encouraged to report any information, including reports or partial reports, to the Title IX Coordinator or Deputy Title IX Coordinator(s).

Reports of conduct believed to be prohibited by this Regulation (or that left unchecked may rise to the level of prohibited Sexual Misconduct or Sexual Harassment) are encouraged even if the reporter is not sure that the conduct violates this Regulation or does not want the University to take action against a Respondent. The University will make every effort to respect a Reporting Party’s autonomy if that is the Reporting Party’s desire. Making a report to the University does not mean that the Reporting Party cannot also seek confidential assistance.

VI. SUPPORTIVE MEASURES

When an informal or formal complaint is received, the Title IX Coordinator or designee, in consultation with other appropriate administrators, will make an assessment of any risk of harm to the parties, any other individuals, or the broader University community. The University may impose reasonable and appropriate supportive measures when necessary to protect the safety and/or emotional well-being of the parties or witnesses involved and/or to provide academic or other appropriate support. Implementing any supportive measures is within the sole discretion of the University. Because they are temporary in nature, interim protective measures may be amended or withdrawn as additional information is gathered. The Title IX Coordinator or designee, in consultation with other administrators, will maintain consistent contact with the parties so that all safety and/or emotional well-being concerns can be reasonably addressed.

Supportive measures may be afforded to the Complainant, the Reporting Party, the Respondent, and/or other involved individuals as appropriate to ensure their safety and/or well-being. Supportive measures may be requested by the parties at any time regardless of whether any particular course of action is sought by the Complainant while avoiding punishing the Respondent prior to the conclusion of the grievance process. The range of Supportive Measures includes, but is not limited to:

- Arranging for medical services
- Access to counseling services either provided by the University and/or through community resources
- Providing crisis intervention, case management, emotional and/or practical support, and/or safety planning through the Victim Empowerment Program for students and through the Office of Employee Assistance for faculty and staff
- Imposition of a University “No-Contact Directive” for all or some of the parties involved in the incident
- Rescheduling of exams and assignments
- Providing alternative course completion options
- Change in class schedule, including the ability to drop a course without penalty or to transfer sections
- Change in work schedule or job assignment
- Change in campus housing assignment
- Assistance from University support staff in completing housing relocation, if feasible
- Voluntary leave of absence from work in accordance with University policies
- Providing an escort to assure safe movement between classes and activities
- Providing academic support services, such as tutoring
- University-imposed leave or suspension for the Respondent.
- Any other feasible measure(s), which can be tailored to the involved individuals to achieve the goals of this Regulation.

All individuals are encouraged to report concerns about the adequacy of the Supportive Measures or the failure of another individual to abide by any Supportive Measure to the Title IX Coordinator or designee. Any violation of a Supportive Measure will be investigated and adjudicated under this Regulation.

VII. ADVISORS

During the grievance process, the Complainant and Respondent may have an advisor of their choice accompany them to any related meeting or proceeding. Advisors have no active role in any meetings or the grievance process except as explicitly provided in this Regulation. Meetings or proceedings may not be unreasonably delayed due to the selection or schedule of an Advisor, and it is the responsibility of the Complainant or Respondent to communicate relevant information to their Advisor and ensure that their Advisor comports themselves in a manner which respects this educational-administrative process. After an appropriate warning, the University reserves the right to stop a meeting or proceeding and remove an Advisor whose presence disrupts the meeting or proceedings, and then begin the meeting or proceedings without the Advisor. During a hearing held pursuant to this Regulation, an advisor will be provided by the University for cross-examination purposes only if the Complainant or Respondent does not already have an Advisor.

VIII. FORMAL COMPLAINTS

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or electronic mail using the contact information listed for the Title IX Coordinator above. A Formal Complaint may also be filed through conduct.fiu.edu or https://fiu.i-sight.com/portal/idea.

If the Complainant files a Formal Complaint, the University will analyze whether it is to be dismissed. This analysis occurs prior to the investigation, and at any point in the investigation or grievance process when the grounds for dismissal appear. In all cases, if the Formal Complaint is dismissed, the Title IX Coordinator will promptly and simultaneously provide the parties written notice of the dismissal, the reasons for the dismissal, and an opportunity to appeal.

Mandatory Dismissal of Formal Complaints of Sexual Harassment

The University must dismiss a Formal Complaint of Sexual Harassment to the extent the conduct alleged in the Formal Complaint:
- Would not constitute Sexual Harassment even if proved;
- Did not occur in the University’s education program or activity; or
• Did not occur in the United States.

At the time a Formal Complainant if filed, a Complainant must be participating in or attempting to participate in a University educational program or activity. Even though a Formal Complaint must be dismissed for Sexual Harassment (Title IX) purposes, the University may continue to review the allegations as Sexual Misconduct or other violation of the University’s regulations, rules, and policies.

**Permissible Dismissal of Formal Complaints of Sexual Harassment or Sexual Misconduct**

The University may dismiss a Formal Complaint in the following circumstances:

• The conduct would not constitute Sexual Misconduct even if proved;
• Upon completion of the investigation, the Title IX Coordinator concludes that there is not reasonable cause to believe that a violation of this Regulation occurred. Reasonable cause is a lower standard than preponderance of the evidence;
• The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
• The Respondent is no longer enrolled or employed by the University; or
• Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

In determining whether to dismiss in these circumstances, the University will evaluate whether a dismissal would be clearly unreasonable in light of the known circumstances. If dismissed, the University may continue to review the allegations as a violation of other University regulations, rules, and policies.

**Consolidation of Formal Complainants**

The Title IX Coordinator, Director of Student Conduct and Academic Integrity or the Director of Employee and Labor Relations or designee(s) may consolidate Formal Complaints against more than one (1) Respondent, or by more than one (1) Complainant against one (1) or more Respondents, or by one Party against another Party where the allegations arise out of the same facts or circumstances.

**IX. INTERIM SUSPENSION AND ADMINISTRATIVE LEAVE**

The University may remove a Respondent from some or all of the University’s programs and activities or employment on an interim basis if it determines there is an immediate threat to the health, safety, or welfare of the University or University Community arising from allegations of violations of this Regulation. Prior to placing a Respondent on Interim Suspension or Administrative Leave, the University will conduct an individualized safety and risk analysis.

If a Respondent is removed pursuant to this section, the University will provide the Respondent with written notice and an opportunity to challenge the removal. The Respondent will have three (3) Business Days from the date of the notice of Interim Suspension or Administrative Leave to challenge the decision, in writing, stating the basis of their challenge to the removal. A copy of the challenge to the Interim Suspension or Administrative Leave will be provided to the
Complainant. No later than three (3) Business Days after receipt of the challenge, the University will provide a written determination to the Respondent and Complainant.

If Interim Suspension or Administrative Leave is upheld, the Respondent retains all rights to an investigation and hearing as set forth in this Regulation prior to any ultimate finding of responsibility and sanctions.

X. INVESTIGATION OF FORMAL COMPLAINTS

Criminal Investigations

To initiate a criminal investigation, reports of Sexual Misconduct or Sexual Harassment should be made to the University Police Department, or local law enforcement. The criminal process is separate from this grievance process and the Rules of Civil or Criminal Procedure do not apply. The University has an obligation to promptly respond to allegations of Sexual Misconduct or Sexual Harassment and investigate all Formal Complaints while the criminal process is pending. Therefore, the University in its sole discretion may proceed with an investigation under this Regulation before, during, or after any law enforcement investigation or criminal proceedings.

Notice of Allegation

Upon receipt of a Formal Complaint, the Title IX Coordinator or designee will provide the Complainant and Respondent with written notice stating:

- this Regulation and other applicable Regulations or policies;
- the allegations of Sexual Harassment or Sexual Misconduct including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved if known, the alleged conduct constituting Sexual Harassment or Sexual Misconduct, and the date and location of the alleged incident if known;
- the Respondent is presumed Not Responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;
- any provision of the Student Conduct and Honor Code or applicable regulations, policies, or procedures that prohibits knowingly making false statements or knowingly submitting false information during the grievance process; and
- an appointment date and time where they will, separately, meet with the Title IX Coordinator for an information session to discuss the grievance process, supportive measures, and any other concerns a party may have. Each party will be provided with at least fourteen (14) Business Days between receipt of the Notice of Allegation and the date of the initial interview except in cases or emergency or where waived by the party.

If, in the course of an investigation, the University decides to investigate allegations about the Complainant or Respondent that are not included in the original Notice of Investigation, the University will provide notice of the additional allegations to the parties.

Timeline for Investigation and Responsibility Determination
It is the University’s intention to complete a Title IX investigation and reach a determination of responsibility within ninety (90) Business Days, although good-faith efforts to conduct a fair, impartial investigation in a timely manner may require a different timeline depending on the circumstances.

Any deadline set forth in this Regulation or imposed during the grievance process may be temporarily modified or given a limited extension of time for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the modification. Good cause may include considerations such as the absence of a party, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

The University may act on its own in modifying deadlines, or the parties may request an extension in writing by contacting the Title IX Coordinator, Director of Student Conduct and Academic Integrity or Director of Employee Labor Relations or designee(s) as applicable.

Appointment of an Investigator

The Title IX Coordinator may designate one or more properly trained individuals to investigate a Formal Complaint, including University or third-party investigators.

In the event of a conflict or bias, the University will appoint an alternate individual so that the process is free of conflicts of interest and bias.

Concurrent Processes

If the Respondent is a student and portions of the Formal Complaint include allegations that violate the Student Conduct and Honor Code but are not alleged violations of this Regulation, those allegations may be investigated and/or addressed separately by Student Conduct and Academic Integrity before, during, or after the investigation coordinated by the Title IX Coordinator described herein.

Similarly, if the Respondent is an employee or member of the University Community and portions of the Formal Complaint include allegations that violate University regulations, policies, and procedures applicable to personnel, but are not alleged violations of this Regulation, then those allegations may be investigated and/or addressed separately by Human Resources before, during, or after the investigation coordinated by the Title IX Coordinator described herein.

The Collection of Evidence

Investigators will gather information from the Complainant, Respondent, and other individuals who have information relevant to the Formal Complaint. The parties will have an equal opportunity to present facts and evidence, identify witnesses, and other incriminating and exculpatory evidence. The investigator may also interview relevant third parties who, throughout the course of the investigation, are determined to have information that may assist in the review of the formal complaint. The investigator has the discretion to determine the relevance of any witnesses provided by either party, and will determine which witnesses to interview. The investigator will not consider relevant any witnesses who are offered solely for the purpose of
providing evidence of a party’s character. If a party declines to provide relevant information, the University’s ability to conduct a prompt, thorough, and equitable investigation may be impaired.

The University will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews at least seven (7) Business Days prior to the investigative meetings, or other meetings except in cases of emergency or unless waived by the Respondent.

Exclusion of Certain Forms of Evidence

The University cannot access, consider, disclose, or otherwise use a party's records that contain information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

If a party chooses to provide evidence that would otherwise be excluded under this subsection, it will be considered directly related evidence subject to the parties’ inspection.

Review of Collected Evidence & Investigatory Report

The Title IX Coordinator, Director of Student Conduct and Academic Integrity, or Director of Employee and Labor Relations, or designee as appropriate will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which University does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the University must send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will be given at least ten (10) Business Days to submit a written response. The investigator will consider any written responses prior to completion of the investigative report.

The University will also make all directly related evidence subject to the parties’ inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

The Title IX Coordinator or designee will send the parties and their advisors the final investigative report that fairly summarizes relevant evidence, with at least 10 (ten) Business Days prior to a hearing or determination of responsibility.

XI. INFORMAL RESOLUTION

If a Formal Complaint has been filed, the University has the discretion at any time prior to reaching a determination regarding responsibility to choose to offer and facilitate informal resolution options so long as the parties give voluntary, informed written consent to attempt informal resolution. Informal resolution is not available when a Complainant is a student alleging that a University employee has engaged in Sexual Harassment or Sexual Misconduct.
In offering an informal resolution process, the University will provide the parties written notice
disclosing the allegations, the requirements of the informal resolution process including the
circumstances under which, upon reaching an agreed resolution, it precludes the parties from
resuming a formal complaint arising from the same allegations; provided, however, that at any
time prior to agreeing to a resolution, any party has the right to withdraw from the informal
resolution process and resume the grievance process with respect to the Formal Complaint. The
University will also explain any consequences resulting from participating in the informal
resolution process, including the records that will be maintained or could be shared.

The Informal Resolution process must be completed within fifteen (15) Business Days of the
parties agreeing to pursue such a process. If not completed by that deadline, in the absence of
any approved extensions, the Formal Complaint will continue to be investigated and processed
for a live hearing as described in this Regulation.

XII. HEARINGS

The Hearing Process

Live hearings may be conducted with all parties physically present in the same geographic location
or with any (or all) parties, witnesses, and other participants appearing virtually utilizing technology
that enables participants to simultaneously see and hear each other. At the request of either party,
the University will provide for the live hearing to occur with the parties located in separate rooms
with technology enabling the decision-makers and parties to simultaneously see and hear the party
or the witness answering questions.

At the live hearing, the Hearing Officer will explain each Party’s rights and options and assure
that fairness and procedural due process are observed throughout the hearing. The Hearing
Officer will permit each party’s Advisor to ask the other party and any witnesses all relevant
questions and follow-up questions, including those challenging credibility. Such cross-
examination at the live hearing must be conducted directly, orally, and in real time by the party’s
advisor. Only relevant cross-examination and other questions may be asked of a party or witness.
To ensure this, before a Complainant, Respondent, or witness answers a cross-examination or
other question, the Hearing Officer will first determine whether the question is relevant and
explain any decision to exclude a question as not relevant.

Questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior
are not relevant, unless such questions and evidence about the Complainant’s prior sexual
behavior are offered to prove that someone other than the Respondent committed the alleged
crime or if the questions and evidence concern specific incidents of the Complainant’s prior
sexual behavior with respect to the Respondent and are offered to prove Consent.

If a party or witness does not submit to cross-examination at the live hearing, the Hearing Officer
and Hearing Body will not rely on any statement of that party or witness in reaching a
determination regarding responsibility. The Hearing Officer and Hearing Body will not draw an
inference about the determination regarding responsibility based solely on a party’s or witness’s
absence from the live hearing or refusal to answer cross-examination or other questions.
The University will create an audio or audiovisual recording, or transcript, of any live hearing. Live hearings will be closed to the public.

The Written Determination Regarding Responsibility

The University will provide a written determination regarding the Respondent’s responsibility simultaneously to the Parties within fourteen (14) Business Days from the conclusion of the hearing. The Decision-Maker will also provide a copy of the written determination to the Title IX Coordinator. Unless an appeal is filed, this written determination shall constitute Final Agency Action. The written determination regarding responsibility will include the following:

- Identification of the allegations potentially constituting Sexual Misconduct or Sexual Harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the University’s regulations to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the University imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the University’s education program or activity will be provided by the University to the Complainant (without disclosing the nature of those remedies except to the extent a remedy also imposes requirements on the Respondent); and
- The grounds for appeal.

XIII. DISCIPLINARY SANCTIONS

In reaching a determination regarding sanctions, consideration will be given to any aggravating and mitigating circumstances. The sanctions described below are a description of the range of sanctions available, and not an exhaustive list of all sanctions that may be imposed.

Student Conduct and Academic Integrity will oversee disciplinary sanctions for students and student organizations. Students or student organizations who are found to have violated this Regulation will be subject to disciplinary sanctions as set forth in the Student Conduct and Honor Code, Regulation FIU-2501. Any sanctions will be proportionate to the severity of the violation and the student’s cumulative conduct history. Sanctions include, but are not limited to, reprimand, educational sanctions, counseling assessment, restitution, disciplinary probation, restrictions, exclusion from university housing, suspension, loss of university recognition, or expulsion.

Human Resources will oversee disciplinary sanctions for non-students. Faculty and staff who are found to have violated this Regulation will be subject to disciplinary action pursuant to applicable collective bargaining agreements or applicable personnel regulation, policies, or procedures. Sanctions include, but are not limited to letters of reprimand, training, performance improvement plans, reassignment, demotion, suspension with or without pay, and termination. Third parties (including contractors and visitors) who are found to have violated this Regulation may be barred from the campus and/or conducting business with the University.
XIV. REMEDIES

In some cases, the Hearing Official or Hearing Panel may find that remedies are needed for a Complainant when a Respondent is found responsible for violating this Regulation. Remedies are designed to restore or preserve the Complainant’s equal access to the University’s education program or activities. As an example of the range of remedies available, remedies may include similar individualized services as defined in Supportive Measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. Remedies do not include damages or other financial awards, or other relief that would impose an undue hardship on the University.

The Title IX Coordinator is responsible for the effective implementation of any remedies. When a determination indicates that remedies will be offered to the Complainant, the Complainant should contact the Title IX Coordinator to arrange for appropriate remedies.

XV. PROCESS OF PRESIDENTIAL REVIEW

The President will notify the Appellate Officer within three (3) Business Days of notification of a disciplinary outcome if he/she wishes to review the underlying disciplinary matter. This review will serve as the appeal process for the Respondent and Complainant. Any other appeal process will immediately cease.

No later than one (1) Business Day after the President notifies the Appellate Officer, the Appellate Officer shall notify the Respondent and Complainant of the President’s decision to review the underlying disciplinary matter including sanctions. The Respondent and Complainant may provide the President with any information (including any documents supporting an appeal if not previously submitted) within three (3) Business Days of the Appellate Officer’s notification.

The President may only consider the information previously provided in this disciplinary matter, any appeals submitted by the Respondent and Complainant, and any information that meets the grounds for appeal as outlined in Section XVI.

The President shall issue a written decision, including the results of the appeal and rationale, to the Respondent, Complainant, Appellate Officer, and Title IX Coordinator within fourteen (14) Business Days of notification of a disciplinary outcome. The President’s decision constitutes Final Agency Action and will include notice of the Respondent’s right to appeal to an external judicial forum.

XVI. APPEALS

Both parties will be notified and provided with the opportunity to appeal a determination or dismissal based on the following grounds only:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter;
• The Title IX Coordinator, investigator(s), or Hearing Official had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
• The sanctions are extraordinarily disproportionate to the violation committed.

An appeal must be submitted in writing to the Appellate Officer within seven (7) Business Days of the date of the Hearing Official or Hearing Body’s written determination and identify the grounds and arguments for challenging the outcome. If the appeal is based on newly discovered evidence, the evidence must be submitted with the written appeal.

Upon receipt of an appeal, the University will notify the other party in writing when an appeal is filed and provide them with seven (7) Business Days to submit a written statement in support of or challenging the outcome.

After both parties have had an opportunity to present their arguments challenging or supporting the outcome, the Appellate Officer will issue a written decision within fourteen (14) Business Days simultaneously to both Parties with the result of the appeal and the rationale. The Appellate Officer will also provide a copy of the appellate decision to the Title IX Coordinator. The University’s decision shall constitute Final Agency Action.

XVII. PRIVACY AND CONFIDENTIALITY

The University will keep information and actions taken in accordance with this Regulation confidential to the extent possible under the law, meaning it will only disclose information to individuals with a legitimate need to know in order to review, investigate, and resolve reports of Sexual Misconduct or Sexual Harassment, or as permitted or required by law.

The University may release information about Sexual Misconduct or Sexual Harassment in certain circumstances without permission in order to warn and protect the University Community.

XVIII. RETALIATION AND OBSTRUCTION

Retaliation and Obstruction are prohibited during any portion of the grievance process. If a member of the University community believes that Retaliation or Obstruction may have been taken against them or others, they should report the behavior to the Title IX Coordinator or investigator. The situation will be reviewed and a response will be provided to the employee or student who alleged the Retaliation or Obstruction. Charging an individual with a violation for making a materially false statement in bad faith in the grievance process under this Regulation does not constitute Retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith. Exercising any rights secured by the First Amendment does not constitute Retaliation.

Specific Authority: Board of Governors Regulation 1.001 (5)(a). History-- Formerly FIU-104 (repealed) and FIU-103 (repealed). New April 15, 2015, Amended June 8, 2018, Amended 8-13-20, Amended 10-30-20, Amended 3-3-21, Amended 3-4-22.
FIU-106 Nondiscrimination, Harassment, and Retaliation (Title VII)

Responsible University Officer: Director of the Equal Opportunity Programs and Diversity/Title IX Coordinator

Responsible Office: Equal Opportunity Programs and Diversity and Diversity

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I. POLICY STATEMENT

Florida International University (the University) affirms its commitment to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of illegal discrimination, including race, color, sex, pregnancy, religion, age, disability, national origin, marital status, and veteran status. The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. This Regulation establishes procedures for an applicant or a member of the University community (faculty, staff, affiliated third parties, and/or student) to file a complaint of alleged discrimination or harassment. It shall be a violation of this Regulation for any member of the University community to discriminate against or harass any member of the University community or applicant. Discrimination and harassment are forms of conduct that shall result in disciplinary or other action as provided by the Regulations/policies of the University.

The University is also committed to creating a work or academic setting free from illegal discrimination based on sexual misconduct, sexual orientation, gender identity or expression which is addressed in FIU Regulation 105 Sexual Misconduct (Title IX).

II. PURPOSE AND INTENT

This Regulation applies to the conduct of University students and employees, including faculty and staff. The non-discrimination provisions also apply to contractors and other third parties under circumstances within the University’s control. The Regulation provides for prompt and equitable resolution of reports of discrimination, harassment, and retaliation.

III. DEFINITION OF TERMS

Discrimination - treating any member of the University community differently than others are treated based upon race, color, sex, pregnancy, religion, age, disability, national origin, marital status and/or veteran status.

Examples of conduct which falls into the definition of discrimination includes, but is not limited to:
1. Disparity of treatment in recruiting, hiring, training, promotion, transfer, reassignment, termination, salary and other economic benefits, and all other terms and conditions of employment on the basis of membership in one of the listed groups.

2. Disparity of treatment in educational programs and related support services on the basis of membership in one of the listed groups.

3. Limitation in access to housing, or participation in athletic, social, cultural or other activities of the University because of race, color, religion, age, disability, national origin, marital status and/or veteran status.

4. Retaliation for filing complaints or protesting practices which are prohibited under this Regulation.

Harassment - conduct which unreasonably interferes with an employee’s, student’s or applicant’s status or performance by creating an intimidating, hostile, or offensive working or educational environment. It includes offensive or demeaning language or treatment of an individual, where such language or treatment is based typically on prejudicial stereotypes of a group to which an individual may belong. It includes, but is not limited to, objectionable epithets, threatened or actual physical harm or abuse, or other intimidating or insulting conduct directed against the individual.

IV. PROHIBITED CONDUCT

Activities covered under this Regulation include, but are not limited to, all educational, athletic, cultural and social activities occurring on a campus of or sponsored by the University, housing supplied by the University, and employment practices between the University and its employees.

V. COMPLAINT AND INVESTIGATIVE PROCESS

The Office of Equal Opportunity Programs and Diversity shall administer the policies and procedures outlined in this Regulation. The Office of Equal Opportunity Programs and Diversity shall answer inquiries regarding the procedures contained in this Regulation and may provide informal advice regarding issues of discrimination. Members of the University community are encouraged to report conduct they believe may be prohibited discrimination or harassment (or that left unchecked may rise to the level of prohibited discrimination or harassment) even if they are not sure that the conduct violates this Regulation. The identity of any individual who reports discrimination, harassment, or other personally identifiable information will be kept confidential to the extent possible and permitted by law. In cases where the potential complainant chooses not to file a formal complaint, action will be taken to inform the alleged offender of the concerns, suggesting that the individual monitor and modify (if necessary) his/her behavior.

A. Complaints.

1. A complaint must be made in writing to the Office of Equal Opportunity Programs and Diversity. The complaint shall contain the name of the complainant and state the nature of the act(s) complained of, including such details as the name of the alleged offender, the date(s) or approximate date(s) on which the offending act(s) occurred, the name(s) of any witnesses, and the desired resolution(s).

2. A complaint must be filed within three hundred (300) calendar days of the alleged act(s) of discrimination.

3. The Office of Equal Opportunity Programs and Diversity shall investigate the formal complaint. This investigation may include, but shall not be limited to, interviewing the
person complained about regarding the allegations, interview of other persons who may have information relevant to the allegations, preparation of witness statements for all persons interviewed, and review of any relevant documents. Upon completion of the investigation, a report shall be prepared which includes a summary of the complaint, a description of the investigation, the findings, and recommendations.

4. There may be instances in which a potential complainant is unable or unwilling to pursue a complaint of discrimination, but where the University administration is aware of the behavior. In such instances, the Office of Equal Opportunity Programs and Diversity may choose to pursue an investigation of the alleged offense. The decision of whether or not to pursue an administrative complaint will be based on the egregiousness of the alleged offense, the basis for the aggrieved party’s decision not to pursue a complaint, and the apparent evidence supporting the allegations. The decision to pursue an administrative complaint shall be made by the director of the Office of Equal Opportunity Programs and Diversity in consultation with the Vice President in charge of the aggrieved party’s unit and the Vice President in charge of the alleged offender’s unit, in the event that the two parties are in different units. An administrative complaint will follow the same procedures as formal complaints except that no complainant will be named.

5. In the event that a claim of discrimination is found to be frivolous or malicious, appropriate University sanctions shall be taken against the complainant, including disciplinary action where appropriate. Disciplinary action against students shall be taken in accordance with the University’s Student Code of Conduct.

B. Conciliation.

The Office of Equal Opportunity Programs and Diversity may attempt conciliation during the course of an investigation of a complaint. If conciliation of the complaint was achieved between the parties in cooperation with the Office of Equal Opportunity Programs and Diversity, and the alleged offender fails to abide by the agreement or retaliates against the complainant, the complainant or supervisor should notify the Office of Equal Opportunity Programs. The Vice President for Human Resources or a designee may then require the complaint to proceed as if conciliation had not been reached.

If conciliation is not achieved, then the Office of Equal Opportunity Programs and Diversity shall continue to investigate the complaint. The investigation by the Office of Equal Opportunity Programs and Diversity will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter and availability of witnesses. The office will attempt to complete its investigation and recommendation within sixty (60) calendar days of initiation of the formal complaint, if possible.

C. Findings.

The report of the Office of Equal Opportunity Programs and Diversity shall be made known to the Vice President for Human Resources or designee, the complainant, the alleged offender, the immediate supervisor of the alleged offender, and the appropriate Vice President.

D. Review.
1. Either party may seek review of the finding of the Office of Equal Opportunity Programs and Diversity to the Vice President for Human Resources or a designee by filing a request for a review ("appeal") within seven (7) business days of receipt of the Office of Equal Opportunity Programs and Diversity finding. It shall specify the basis of the appeal. The appeal shall be based on one or more of the following: relevant evidence was not reviewed and/or new evidence is available, or the factual evidence was insufficient to support the findings.

2. The appeal shall be in writing, and shall set forth the issues to be considered in the appeal.

3. Copies of the appeal shall be provided to the opposing party and to the Director, Equal Opportunity Programs and Diversity.

4. The opposing party may file a response to the appeal to the Vice President for Human Resources or designee within seven (7) business days of receipt of the appeal.

5. The Vice President for Human Resources or designee shall issue a written finding no more than seven (7) business days after receipt of the appeal, or of a response to the appeal, whichever is later.

6. Upon final acceptance by the Vice President for Human Resources or designee of a written finding on the complaint, the Office of Employee and Labor Relations along with the immediate supervisor of the alleged offender shall provide a reasonable resolution to the complaint (e.g., that a student be allowed to change sections, that the employee report to a different supervisor) and may also recommend or take disciplinary action against the alleged offender. The proposed resolution shall be approved by the Office of Equal Opportunity Programs and Diversity. Disciplinary action shall be taken in accordance with the Regulations and policies affecting the class of employee and the terms of any applicable collective bargaining agreement.

IV. Retaliation Prohibited

Retaliation is expressly prohibited by this Regulation, and the University will take immediate and responsive action to any report of Retaliation. No University employee shall retaliate against a complainant or any person involved in the process. Any attempt to penalize a complainant or anyone involved in the process through any form of retaliation shall be treated as a separate allegation of discrimination.

Specific Authority: Board of Governors Regulation 1.001 (5)(a). History-- Formerly FIU-104 (repealed) and FIU-103 (repealed). New -- June 8, 2018.
FIU-2501 Student Conduct and Honor Code

As an academic community, Florida International University (FIU) fosters the intellectual exchange of ideas, knowledge, and experience. It is the responsibility of the University to provide a safe and stimulating environment in which scholarship and personal growth may occur. The desired effect is that Students will take advantage of this environment to develop intellectually as well as to participate as responsible, contributing citizens of our community. Being a contributing Student also comes with responsibility to adhere to the Student Conduct and Honor Code (Code). The ultimate responsibility for knowing University requirements and regulations rests with the Student, regardless of institutional or program affiliation. Nothing in this Regulation should be interpreted to abridge the right of any member of the University community of rights granted under the United States or Florida Constitution and/or any other applicable law including, but not limited to, the freedom of expression protected by the First Amendment. Those charged with and found responsible for violations of the Code will be subject to appropriate action as outlined herein. For the most updated Code, please refer to the website of Student Conduct and Academic Integrity (SCAI) at conduct.fiu.edu.

Undergraduate, Graduate, and Professional Students at FIU are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Each Student shall be responsible for their conduct from the time that they have been notified of admission through the actual awarding of a degree, including the academic year and during periods between terms of actual enrollment. The Code shall apply to a Student’s conduct even if the Student withdraws from the University, while a conduct matter is pending, or if the conduct is not discovered until after a Student has withdrawn or a degree has been awarded. Academic integrity is the adherence to those special values regarding life and work in an academic community. Code violations may lead to suspension or expulsion from the University if a determination of responsibility has been made. These sanctions will be determined based on severity of incident and prior violations of the Code.

The safety and well-being of our community is the University’s foremost concern. It is the policy of the University that acts of harassment and violence will not be tolerated. Any act of intimidation, threat of violence, or act of violence committed against other members of the University when committed within the jurisdiction of the Code is prohibited. Any Student or Student Organization found responsible for a violation of this standard will be subject to discipline up to and including expulsion pursuant to the Code.

Any Sexual Misconduct or Sexual Harassment, as defined pursuant to FIU-Regulation 105, will be handled in accordance with FIU-Regulation 105.

1. DEFINITIONS
   a. **Academic Misconduct**: Any act or omission by a Student, which violates the concept of academic integrity and undermines the academic mission of the University in violation of the Code.
   b. **Advisor**: Any person chosen by the Respondent to assist throughout the Student Conduct and/or Academic Misconduct processes (e.g., faculty, staff, parent/guardian, attorney, friend, alumni, or any other person who is not a Witness in the process). Proceedings may not be
unreasonably delayed due to the selection of schedule of an advisor, and it is the responsibility of the Respondent to communicate relevant information to their advisor and to ensure that their advisor comports themselves in a manner which respects the educational-administrative conduct process. After an appropriate warning, the University reserves the right to stop a proceeding and remove an advisor whose presence disrupts the conduct proceedings.

c. **Business Day:** A day when the University is open for regular business operations from 8:30 a.m. up to 5:00 p.m. Eastern Standard Time. In computing any time period specified in this Code, the day of the event, act, or default that initiates the period shall be excluded.

d. **Character Witness Statement:** A statement relating to the general character and reputation of the person.

e. **Charge:** The written statement of the alleged violations of the Code.

f. **Coercion:** Conduct, intimidation, and/or expressed or implied threats of physical, emotional, financial, or any other type of harm that would reasonably place an individual in fear of immediate or future harm and that is employed to force or compel someone to engage in any sexual contact or any other type of involuntary conduct not covered by FIU Regulation 105, especially conduct which would endanger or be detrimental to the Complainant. Examples of Coercion include:

   i. Causing the deliberate Incapacitation (see below for definition) of another person; and

   ii. Conditioning an academic benefit or employment advantage;

   g. **Consent:** Incorporated as defined by FIU Regulation 105.

h. **Final Agency Action:** The written decision resulting from the Student Conduct and/or Academic Misconduct processes which finally determines the rights or obligations of the Respondent. Decisions of the Hearing Body constitute Final Agency Action unless there is a timely appeal. If a decision is timely appealed, the decision of the appellate body constitutes Final Agency Action.

   i. **Hazing:** Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a Student for purposes including, but not limited to, initiation or admission into, affiliation with, or the perpetuation or furtherance of a tradition or ritual of any Student Organization operating under the sanction of the University or other organization or group not officially recognized by the University. Although hazing is typically related to a person’s initiation or admission into, or affiliation with a Student Organization, athletic team (intramural, club or intercollegiate), extracurricular activity or any other University group or organization, it is not necessary to have direct proof that a person’s initiation or continued membership is contingent upon participation in the activity for a charge of hazing to be upheld. The actions of active, prospective, former, or associate members (pledges) of a Student organization may be considered hazing. Organizational leaders who plan a hazing event will be held responsible even if not in attendance at an event where the hazing occurs. Hazing does not include customary athletic events or similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

   j. **Hearing Body:** Student Conduct hearings consist of a Hearing Officer (Administrative Hearing) or, if a Student Conduct Committee, two (2) Students, a faculty/staff member, and a nonvoting Hearing Officer. Academic Misconduct hearings consist of a Hearing Officer (Administrative Hearing) or, if a Student Conduct Committee, three (3) Students, and two (2) fulltime faculty members, and a non-voting Hearing Officer. The Hearing Body is
authorized by the Senior Vice President for Academic & Student Affairs or designee to conduct Student Conduct hearings as set forth in this Code.

k. **Hearing Officer:** The SCAI Director, or respective designee(s). For cases involving Academic Misconduct, representatives from Housing and Residence Life may not serve as a Hearing Officer.

l. **Immediate Medical Assistance:** Aid that includes, but is not be limited to, calling or seeking additional assistance, rendering cardiopulmonary resuscitation (CPR) to a victim, clearing an airway for the victim to breathe, using a defibrillator (AED) to assist the victim, or rendering any other assistance to the victim which the Student intended in good faith to stabilize or improve the victim’s condition while waiting for medical assistance or law enforcement to arrive.

m. **Impact Statement:** A statement (oral or in writing) that describes how the Reporting Party or Respondent has been impacted by the incident that is the basis for the Charge.

n. **Incapacitation:** Incapacitation is the inability, temporarily or permanently, to give Consent because the individual is mentally and/or physically helpless, or the individual is unconscious, asleep, or otherwise unaware that the activity is occurring.

o. **Instructor:** The Instructor of record for a course in which a violation(s) of Academic Misconduct is alleged.

p. **Interim Suspension:** An immediate temporary (i.e., a limited period of time) separation from the University.

q. **On-Campus Housing:** Such housing owned, controlled, and operated by the University to include, but not limited to, the following: Everglades Hall, Lakeview Halls (North & South), Panther Hall, Parkview Hall, University Apartments, and University Towers. On-Campus Housing also includes Bayview Student Living (BBC), or any fraternity or sorority houses located on University Premises.

r. **Policy:** The written procedures, policies, or regulations of the University (as they may be amended from time to time) as found in, but not limited to, the Florida International University Board of Trustees regulations, the Code, FIU Regulation 105, the Undergraduate/Graduate/Professional Catalogs, the Student Handbook, the University Housing Resident Handbook, and/or Campus Life/Wellness & Recreation Center policies.

s. **Preponderance of the Evidence:** When the information that is presented supports a finding that it is more likely than not that a violation occurred.

t. **Receipt of Written Notice:** When Written Notice (see below for definition) has been sent electronically to the official University email address.

u. **Reporting Party:** Any person who reports an alleged violation of the Code.

v. **Respondent:** A student or student organization charged with violating the Student Conduct and Honor Code.

w. **SCAI Director:** The Director of Student Conduct and Academic Integrity Academic Integrity (SCAI) or designee.

x. **Student:** Any person who participates in any course or program of the University, either full-time or part-time, in-person or online, and whether degree-seeking or non-degree seeking. Persons who withdraw after allegedly violating the Code, persons who are not officially enrolled at the University for a particular term but who have a continuing relationship with the University, persons who have been notified of being accepted for admission, and persons who are living in the residence halls but are not enrolled at the University are also considered Students.
y. **Student Organization**: A Student group that is officially registered or recognized by the University, including, but not limited to, political groups, social groups, honor & professional societies, fraternities & sororities, and sport clubs. Membership in a student organization does not affect an individual Student’s status with the University or attendance at classes unless the individual Student has been charged and sanctioned independently.

z. **Title IX Coordinator**: The individual University official with the primary responsibility for coordinating the University’s compliance with Title IX. The Deputy Title IX Coordinator is an individual(s) designated by the Title IX Coordinator to support the Title IX Coordinator with respect to the University’s efforts to comply with Title IX.


bb. **University Community**: Any person who is a Student, faculty or staff, any other person currently employed by the University, or third party working on University Premises or within On-Campus Housing (i.e. contractor, vendor), or any participant in a University-sponsored program or activity regardless of the location of the program or activity.

cc. **University Official**: Any person employed by the University to perform assigned teaching, research, administrative, professional or other responsibilities (e.g., faculty, staff, administrators, residence hall staff, FIU Police).

dd. **University Premises**: Any building or property owned or controlled by the University within the same reasonably contiguous geographic area and used by the University in direct support of, or in a manner related to, the University’s educational purposes, including residence halls; and any building or property that is within or reasonably contiguous to that previously described in this paragraph that is owned by the University, but that is controlled by another person, is frequently used by students, and supports University purposes (e.g., a food or other retail vendor). This definition is designed to conform to the Clery Act definition which can be amended from time to time.

ee. **Witness**: A person(s) who has factual knowledge about the incident which forms the basis of the Charge.

ff. **Written Notice**: A notification of the charges against the Respondent sent via email to the Respondent’s official University email address. A notification to a Student Organization Respondent sent via email to the official University email address of the Student Organization’s President.

2. **JURISDICTION**

a. Jurisdiction under the Code applies to the conduct of any Student or Student Organization that while the student meets the definition of “student” as articulated in 1.x and the student organization meets the definition of “student organization” as articulated in 1.y, regardless of the geographic or electronic location.

b. A conduct proceeding is not a criminal or judicial proceeding. It is designed to address the Respondent’s behavior. Therefore, alleged violations of the Code will be addressed independently of any criminal or judicial proceeding and regardless of whether the criminal charges have been dismissed or reduced to a lesser offense. In extraordinary situations, and at the request of external law enforcement or prosecutor’s office, the University may delay its application of this Code.

c. The Code does not address: Issues related to research misconduct or violations of FIU Regulation 105. Resolutions of issues related to research misconduct must be addressed using the University Research Misconduct policy; or, issues related to professional misconduct.
Resolutions of issues related to professional misconduct must be addressed at the school or college level. Violations of FIU Regulation 105 will be addressed in accordance to that Regulation.

d. Filing Time: Anyone may report an alleged Code violation within ninety (90) calendar days of the incident or obtaining knowledge about the incident, whichever is later. In addition, the SCAI Director may extend the filing time where the delay may be related to issues of victimization or beyond the control of the University.

3. AUTHORITY

a. The Board of Trustees of Florida International University has been charged with the responsibility of, and authority for, providing a Student conduct system. Authority for Student discipline and the Student conduct system rests with the University President. Although the University President holds the ultimate authority for Student discipline, this authority is delegated to the Senior Vice President for Academic & Student Affairs, who is responsible for implementing the Student disciplinary system. The Senior Vice President for Academic & Student Affairs delegates authority for the execution and implementation of the Code to the SCAI Director.

b. The requirements and procedures in the Code may be revised. Those revisions may occur in order to serve the needs of the University Students, faculty and/or staff where safety and security issues so demand. In addition, those revisions may occur in circumstances where, in the University’s sole discretion, the requirements and procedures described herein are deemed insufficient to meet the objectives of educating and protecting the members of the University community and/or to respond to changes in the law. Nothing in this Code shall be construed as preventing the University President from taking any action which may be deemed necessary to meet the goals of this Code. In matters involving charges for drug distribution and/or sales (Section 5(i)(2)), endangerment (Section 5(j)), hazing (Section 5(p)), stalking (Section 5(y)), and weapons (Section 5(dd)) the President may change the outcome and/or sanctions to fulfill requirements of the Code as outlined in Section 17.

c. The Department of Housing and Residential Life (HRL) may conduct both Summary Resolutions and Administrative Hearings regarding cases involving Conduct violations arising in On-Campus Housing. HRL is not authorized to conduct Summary Resolutions and Administrative Hearings regarding cases involving Academic Misconduct violations or Student Conduct Committee hearings. HRL cases may be referred to SCAI.

4. AMNESTY

a. Medical Amnesty for Alcohol or Drug Use: The University encourages Students to seek medical assistance, but it recognizes that students may be hesitant to make a call or report when they:

   i. Need immediate medical assistance due to their own use of alcohol/drugs;
   or,

   ii. Witness another Student who needs immediate medical assistance due to alcohol/drugs.

Thus, students involved in an incident involving alcohol/drugs will not be charged under the Code with consumption if:

   iii. They render or call for immediate medical assistance for themselves and/or others who have participated in or witnessed the incident;
iv. the Student calling for immediate medical assistance remains at the scene with the person in need of immediate medical assistance until such assistance arrives and then cooperates with such personnel on the scene; and,

v. the student timely completes the appropriate educational intervention for the incident as determined by SCAI. Other charges related to the incident (e.g., alcohol distribution, drug distribution, or other non-alcohol/drug charges) may be determined at the discretion of the SCAI Director.

While student organizations are not eligible for amnesty, calling for medical assistance will be a mitigating factor, while failing to call or removing a person in need of medical assistance will be an aggravating factor at any sanctioning stage.

b. Reporting Amnesty: The University encourages Students to report allegations of the Code, including allegations of FIU Regulation 105, but recognizes that students may be hesitant to make a report when they were using alcohol/drugs. Thus, students involved in an incident involving alcohol/drugs will not be charged under the Code with consumption if they are reporting a violation of the Code or FIU Regulation 105. Any other charge(s) related to the incident may be determined at the discretion of the SCAI Director, but the reporting will be a mitigating factor at any sanctioning stage.

While student organizations are not eligible for reporting amnesty, reporting and self-reporting will be a mitigating factor, while failing to report will be an aggravating factor at any sanctioning stage.

c. Investigatory Amnesty: As part of an investigatory process, and conditioned on being truthful and providing complete information, a witness or party may be asked to provide information which would self-disclose a Code violation. Without abridging the right of any member of the University community of rights granted under the United States or Florida Constitution and/or any other applicable law including, but not limited to the Fifth Amendment, disclosing a Code violation such as alcohol/drugs use related to an incident being investigated and outlined in the investigation will not be charged under the Code. All other charges related to the incident may be determined at the discretion of the SCAI Director, but additional amnesty may be provided under e of this provision.

d. Hazing Amnesty: A Student may not be charged under the Code if the Student establishes that, before medical assistance or law enforcement arrived on the scene of a hazing event, the Student rendered aid to the hazing victim and establishes all of the following: i. the Student was present at an event where, as a result of hazing, a person appeared to be in need of immediate medical assistance; and ii. The Student was the first person to call 911 or FIU Police to report the need for immediate medical assistance; and iii. The Student provided their own name, the address where immediate medical assistance was needed, and a description of the medical issue to the 911 operator or FIU Police at the time of the call; and iv. the Student remained at the scene with the person in need of immediate medical assistance until such medical assistance or law enforcement arrived and that the Student cooperated with such personnel on the scene.

e. Amnesty at the SCAI Director’s Discretion: The SCAI Director may grant amnesty from proceedings within the conduct system, contingent on a student providing complete and accurate information during an investigation or conduct proceeding.

5. CONDUCT VIOLATIONS The following conduct is prohibited by this Code. These violations are included in each section below and need not be cited separately. Lack of
familiarity with University policy is not a defense to a violation of this Code. Unless specifically noted, intent is not a required element to establish a policy violation. Additionally, intoxication or impairment caused by use or consumption of alcohol, drugs, or other substances is not a defense to a violation of this Code. The following conduct violations or any attempt to violate the Code will be used in charging all Students or Student Organizations.

a. Any conduct prohibited by FIU Regulation 105.

b. Assisting: Any affirmative act which aids, attempts, promotes, conceals, or facilitates any act prohibited by this Code.

c. Attempt: Attempt or intent to commit any violation outlined in the Code.

d. Alcohol: Students who choose to drink will be held fully responsible for their behavior while under the influence of alcohol. Loss of control due to intoxication does not excuse or justify a violation of the state law, University Policy, or the rights of others.

i. Possession, use and/or consumption of alcohol when under the legal drinking age as provided by Florida Law.

ii. Dispensing, selling or supplying alcoholic beverages to an individual who is under the legal drinking age as provided by Florida Law.

iii. Any violations of FIU Policy governing alcohol usage. See, FIU-Regulation 2505 Alcoholic Beverages.

iv. Use and/or possession of beer kegs and party halls or other common sources of alcohol.

v. Possession of open containers of alcohol or consumption of alcoholic beverages in public areas, such as balconies, courtyards or hallways.

vi. Public intoxication (e.g., appearing in a state of intoxication) and/or excessive drinking.

vii. Use and/or possession of devices designed for the rapid or excessive consumption of alcohol, including, but not limited to, funnels, ice luges, and beer bongs.

viii. Hosting or sponsoring a gathering where underage individuals are drinking alcohol.

ix. Unlawful manufacture, trade, and/or intent to sell alcohol.

x. Reporting to classes, work, or related assignments “under the influence” of alcohol.

xi. Violating any other University Policy while under the influence of alcohol.

c. Animals: The University allows individuals to bring animals on University Premises in accordance with federal laws. A service animal is permitted on campus grounds and within University buildings, including the University housing assignment provided to an individual with a disability. An emotional support animal is permitted on campus to accompany an individual into his or her University assigned residence in accordance with the U.S. Department of Housing and Urban Development.

i. Failing to obtain approval from Housing and the Disability Resource Center (DRC) for the Student’s emotional support animal (as defined by federal law) in a residence hall.

ii. Having an approved emotional support animal beyond authorized areas (i.e., within the residence halls and immediate access to outdoor areas).

iii. Failing to register the Student’s service animal (as defined by federal law) with the DRC if the Student resides on campus.
iv. Failing to properly control the service animal and/or emotional support animal such that the animal is disruptive, is not housebroken, or poses a safety or health concern.

v. Bringing pet dogs, cats, or other animals (except non-dangerous fish) to campus or being in possession of stray animals.

f. Bribery: Knowingly making an offer, gift, receipt, or solicitation of money, materials, goods, services or anything of value for the Student or others for the purpose of procuring or providing an advantage to which they are not otherwise legally entitled.

g. Computer Misuse

i. Unauthorized access, entry or use of a computer, computer system, network, software, password, account or data.

ii. Unauthorized alteration or degradation of computer equipment, software, network, data or system performance.

iii. Unauthorized copying or distribution of computer software or data.

iv. Unauthorized use, taking, or theft of University computer resources for commercial purposes or personal financial or other gain. This includes, but is not limited to, advertising a product or service on personal web pages, fund-raising or advertising on behalf of unsanctioned non-University organizations, publicizing of unsanctioned non-University activities, resale of University resources to any non-University individuals or organizations, and the unauthorized use of the University’s name or logos. Use of the University’s network for any of these purposes, even if the user is using their own personal computer, constitutes an offense.

v. Allowing another person to use one’s FIU username and password.

vi. Any other violation of the University computer use and web page policies. The complete policies are available at http://security.fiu.edu/policies. The website also contains the civil and criminal penalties for distributing, without authority, copyrighted materials (including unauthorized peer-to-peer file sharing) and the penalties for violating federal copyright law.

vii. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University’s information technology system for the unauthorized distributions.

h. Disruptive Conduct

i. that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes and functions of the University or the rights of other Members of the University community.

ii. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes, and functions of the classroom, or laboratory and/or immediate surrounding areas. This includes interfering with the academic mission of the University or individual classroom or interfering with a faculty member or instructor’s role to carry out the normal academic or educational functions of their classroom laboratory and/or immediate surrounding areas.

iii. Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the Student Conduct process, including, but not limited to, harassment and/or intimidation of any member of the Student Conduct Committee, Witness or University personnel before, during or after a proceeding, or attempting to coerce or influence any person(s) in order to discourage their participation in any Student Conduct proceeding.

iv. Any behavior that substantially and materially disturbs the peace.
i. **Drugs**

Students who choose to use illegal drugs or use prescription drugs without a prescription will be held fully responsible for their behavior while under the influence. Loss of control due to being under the influence does not excuse or justify a violation of the state law, University Policy, or the rights of others.

i. Possession, use, the manufacture, creation and/or the cultivation of illegal drugs or prescription drugs without a prescription. Inhalable or ingestible substances (e.g., nitrous oxide, glue, paint) that will alter a Student’s mental state.

ii. Distribute, dispense, deliver, trade, sell and/or attempt to sell drugs or prescription drugs.

iii. In possession and/or use of drug paraphernalia (including, but not limited, to bongs, pipes, “hookahs,” spoofs, rolling papers, blunts, small plastic baggies).

iv. Misuse and/or abuse of prescription drugs.

j. **Endangerment**

i. Occurs when one intentionally or recklessly (a) causes bodily harm to another person; (b) attempts to cause bodily harm to another person; or (c) puts another in fear of imminent bodily harm. No Student may knowingly or recklessly touch any other person without that person’s consent. Punching, slapping, scratching, or otherwise striking any person with any part of one’s body or with any object constitutes physical violence.

ii. Engage in any action(s) that endangers the health, safety or welfare of others.

k. **Failure to Comply**

i. Failure to comply with a request or directive of a University Official or non-University law enforcement official in the performance of their duty.

ii. Failure to comply with the final decision and sanctions rendered by a Student Conduct hearing or appellate body.

iii. Failure to comply when a University Official requests to identify oneself and/or produce FIU identification.

l. **Falsification/Fraudulent Activity/False Testimony**

i. Withholding relevant information from any Hearing Body, University Officials, non-University law enforcement officers, faculty and/or staff.

ii. Providing false or misleading information (whether oral or written) to any Hearing Body, University Officials, non-University law enforcement officers, faculty and/or staff. A good-faith report of prohibited conduct does not constitute a Code violation.

iii. Misuse, reproduction, alteration or forgery of any identification, documents, keys or property.

iv. Permitting another person to use one’s identification information.

v. Misuse or possession of false identification information

vi. Purporting to act on behalf of another person, group or the University without authorization or prior consent.

vii. Providing a worthless check, money order or using a fraudulent credit card or a credit card without authorization.

viii. Any other acts of falsification/fraud/false testimony or misrepresentation.

m. **Fire and Safety**

i. Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.
ii. Removing, damaging, interfering and/or tampering with fire safety or other emergency warning equipment, including smoke detectors, sprinklers and/or fire alarms. Items may not be hung from or block sprinklers or smoke detectors.

iii. Failure to evacuate University Premises or On-Campus Housing facility/unit when a fire alarm is activated.

iv. Engaging in action(s) which cause or attempts to cause the release of chemicals or substances that can cause harm to another person’s health or would start a fire or explosion.

n. Gambling

i. Soliciting, placing or accepting a bet on any high school, intercollegiate or professional athletic contest on University Premises, On-Campus Housing, or at a University or Student Organization-sponsored activity or event.

ii. Soliciting, facilitating or participating in any illegal gambling, bookmaking or illegal betting whether through a bookmaker, a parlay card, a pool or any other method of organized gambling on University Premises, On-Campus Housing, or at a University or Student Organization-sponsored activity or event.

o. Harassment: Severe or pervasive interactions aimed towards another or entity which is by objective measure threatening, abusive, or severely annoying and that is beyond the scope of free speech and which is not covered by FIU Regulation 105.

p. Hazing

i. Any group or individual action or activity that inflicts or intends to inflict physical or mental harm or otherwise endanger or discomfort which may demean, disgrace and/or degrade any person, regardless of location, intent or consent of participant(s). Taking into consideration the aforementioned description, hazing includes, but is not limited to:

1. Interference with a Student’s academic performance;
2. Forced consumption of any food, alcohol, controlled substances, drugs or any other substance;
3. Forced physical activity (e.g., calisthenics, line-ups, walking or marching in formation);
4. Deprivation of food, water or sleep;
5. Not permitting individuals to speak for extended periods of time and/or forced exclusion from social contact;
6. Engaging in activities which involve compelling an individual or group of individuals to remain at a certain location or transporting anyone anywhere within or outside the University (e.g., road trips, kidnaps, drops);
7. Physical or mental abuse of any nature, including physical discomfort;
8. Sexual misconduct of any nature;
9. Theft, defacement or destruction of private or public property;
10. Compelling the performance of personal chores or errands;
11. Verbal abuse or degradation, including yelling or demands;
12. Assigning or endorsing pranks (e.g., stealing, harassing other organizations);

13. Conducting activities designed to deceive or convince a member that they will not be initiated or that they will be hurt;
14. Compelling scavenger hunts, treasure hunts, quests, road trips, big brother/little brother hunts, big sister/little sister hunts;
15. Any action or threatened action that would subject the individual to embarrassed, humiliation or mental distress, including the use of demeaning names; or
16. Any other acts or attempted acts which would constitute hazing pursuant to Section 1006.63 of the Florida Statutes.
   ii. The following shall not constitute a defense to Hazing:
      1. The consent of the victim was obtained;
      2. The conduct or activities that resulted in death or injury to the victim was not part of any official organizational event or otherwise sanctioned or approved by a Student Organization or group; or
      3. The conduct of activity that resulted in death or injury to the victim was not done as a condition or membership into a Student Organization or group.
   q. Motorcycles, Bicycles, Pocket Bikes, Rollerblades, or Skateboards
Failure to comply with FIU Regulation 115 Skateboards, Skates, Scooters, Kipstiks, Hoverboards and other similar devices and high-risk activities on University Premises or in On-Campus Housing.
   r. Obstruction
Taking action, individually or working with others, which the Respondent knew or should have known would impede an investigation by the University into possible violations of the Code committed by a Student and/or Student Organization, including failing to participate in a University investigation or proceeding if not the Respondent.
   s. On-Campus Housing Violations
Violation(s) of any HRL policies published in hard copy or available electronically via the HRL website (https://studentaffairs.fiu.edu/campusservices/housing-and-residential-life/explorerservices/housingpolicies/index.php).
   t. Personal Abuse
   i. Verbal or written abuse, threats, intimidation, and/or Coercion that objectively endangers the health, safety or well-being of others which is not covered by FIU Regulation 105 Using fighting words or statements which reasonably endanger the health and safety of any person that are not protected speech may result in University action. Conduct directed at any person, including a Member of the University community, which is intended to, or would reasonably, cause fear, distress, injury or intimidation to a person, or would place a reasonable person in fear of injury or death.
   ii. Conduct that is based on race, color, religion, ethnicity, national origin, disability, age, marital status, genetic information, veteran status or any group/class protected by federal or Florida law sufficiently severe, pervasive or persistent (when viewed both from a reasonable person in similar circumstances and the person in question) that a person would be adversely affected to a degree that interferes with or limits their ability to participate in or benefit from the services, activities or opportunities offered by the University.
   iii. Interference with the freedom of another person or group to move about in a lawful manner.
   u. Promotions/Posting
   i. Solicitation of commercial speech on campus, including On-Campus Housing facilities, without prior approval from the appropriate University Officials. This includes, but is not limited to, the distribution of any forms of promotional/informational
commercial speech material on University Premises or On-Campus Housing or objects (e.g., motor vehicles).

ii. Posting of flyers, posters, banners, cards or any promotional/informational material on University Premises or On-Campus Housing, including, but not limited to, the exterior and interior of On-Campus Housing facilities, buildings, trees, walls, sidewalks, vehicles, windows, stairwells, stairs, display cases, vending machines, doors, classrooms, departmental and unauthorized bulletin boards, railings, elevators, bathrooms, art and/or sculptures without prior approval from the appropriate University Officials.

v. Retaliation
   i. Acts or words taken against an individual because of the individual’s participation in a protected activity that would discourage a reasonable person from engaging in protected activity. Protected activity includes an individual’s good faith
      1. Participation in the reporting, investigation, and/or resolution of an alleged violation of this Code; and/or
      2. Opposition to policies, practices and/or actions that the individual reasonably believes are in violation of the Code. Retaliation may include intimidation, threats, coercion, physical harm and/or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be permitted by the Respondent, the Reporting Party, or any other individual or group of individuals.

w. Smoking and Use of Tobacco-Related Products
   i. Failure to comply with FIU Regulation 113 Smoke and Tobacco-Free Campus by smoking in or on any University Premises or On-Campus Housing. Smoking means possession of a lighted cigarette, cigar, pipe, water pipe or hookah, or the use of an electronic cigarette, cigar, pipe, vape or any other device intended to simulate smoked tobacco.
   ii. Use of smokeless tobacco, snuff, chewing tobacco, smokeless pouches and any other form of loose-leaf or smokeless tobacco.

x. Social Host Responsibility:
   Allowing, permitting, or providing an opportunity for a guest to violate University policy.

y. Stalking
   Engaging in a course of conduct directed at a specific person, not covered under FIU Policy 105, that would cause a reasonable person to (a) fear for the person’s safety or the safety of others; or (b) suffer substantial emotional distress. For the purposes of this conduct violation, course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person’s property.

z. Student Organization Policies
   i. Members of the Student Organization acting together to violate University Policy.
   ii. More than one Student working together to impede an investigation by the University into possible violations of the Code committed by a Student Organization.
   iii. Acting to protect from official action one or more alleged individual offenders who are members, former members or guests of the Student Organization.
   iv. Leaders of the Student Organization who fail to report and/or take reasonable action against guests and/or members responsible for alleged violations.

aa. Theft and Theft-Related Conduct
i. Taking, or use of, the property or services of another person or of the University without prior written consent or authorization of the person or of the appropriate authority.

ii. Possession and/or sale of property or services of another person or of the University without prior written consent or authorization.

bb. Trespassing/Unauthorized Use
Unauthorized presence in or unauthorized use of University Premises or On-Campus Housing, facility or restricted area.

c. Vandalism/Damage/Littering
i. Damage, destruction or defacing property of another person, group or the University.

ii. Dispersing litter in any form on University grounds or facilities, including, but not limited to, cigarette butts, flyers, cans, and bottles.

dd. Weapons, Firearms, Explosives
i. Possession, storage or use of firearms, except as provided in below, explosives, ammunition or other weapons or dangerous articles or substances, including, but not limited to tasers, switchblades knives and non-lethal weapons such as fireworks, paintball guns, air guns, BB guns, any dangerous chemical or biological agents, corrosive agents, compressed gas, sling shots, brass knuckles, Chinese stars, or any other item used as a weapon.

1. In accordance with Florida Statutes section 790.115, possession of firearms on University Premises or On-Campus Housing (except as provided by Florida Statutes section 790.25(5)).

2. Possession of a concealed weapon or firearm on University Premises or On-Campus Housing even if the Student possesses a concealed weapon license.

ii. Notwithstanding the foregoing, weapons, including non-functioning antique display weapons, may be used for classroom instructional purposes or other University-sanctioned activities (e.g., firearms under the direct supervision of ROTC, a diver's knife for a scuba divers' class) but only with prior approval by the appropriate University Official.

iii. Threat of the use of a weapon or weapons that could, or would, cause distress or injury to a member or members of the University community or damage to University Premises or On-Campus Housing.

c. Other Violations
i. Aids or abets another in any violation of federal law, state law, local ordinance, and/or Policy not already listed above.

ii. Violations of federal and/or state laws, local ordinance, and/or Policy not already listed above.

6. ACADEMIC MISCONDUCT VIOLATIONS
a. Academic Dishonesty
In general, by any act or omission not specifically mentioned in the Code and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

b. Bribery
The offering of money or any item or service to a member of the faculty, staff, administration, student or any other person in order to commit academic misconduct.

c. Cheating
i. The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course instructor.

ii. Assisting another Student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the instructor.

iii. Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid.

d. Commercial Use
The selling of course material to another person, Student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but are not limited to class notes, instructor’s PowerPoints, tests, quizzes, labs, instruction sheets, homework, study guides and handouts.

e. Complicity
The planning or acting with one or more fellow Students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

f. Falsification of Records
The tampering with or altering in any way of any academic record used or maintained by the University.

g. Plagiarism
i. The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.

ii. Assisting another Student in the deliberate use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own.

7. INVESTIGATION AND PRE-ADJUDICATION PROCEDURES

a. Initiating Charges for Conduct Violations: Any person or entity (including University departments, offices, officials, community members) may report an alleged violation(s) of the Code for review by SCAI by:

i. Submitting a police report that has been filed with any police department;
ii. Providing a SCAI incident report (see http://conduct.fiu.edu for report)
along with accompanying documentation; or

iii. Making an oral report to SCAI.

b. Initiating Charges for Academic Misconduct Violations: Any person or entity (including University departments, offices, officials, community members) may report an alleged violation(s) of the Code for review by the SCAI by:

i. Submitting the alleged violation(s) through the Academic Misconduct Report Form (AMR) along with any accompanying documentation (see http://conduct.fiu.edu for
report). Instructors are encouraged to discuss the allegations with the Student prior to referral to SCAI.

ii. If a Student, staff member, or a person not affiliated with the University observes a Student committing an Academic Misconduct violation, they may report the alleged violation to SCAI via the standard incident reporting form (see http://conduct.fiu.edu for report). SCAI will then communicate with the appropriate faculty member, chair, or College/School Dean.

iii. All matters relating to Academic Misconduct among undergraduate, graduate, and professional Students are referred to the SCAI Director or designee. In matters where there is a conflict of interest with the SCAI Director, the case will be referred to the Senior Vice President for Academic & Student Affairs or designee.

c. Preliminary Review: The SCAI Director will determine, at their discretion, whether further fact-finding is needed and whether there is sufficient information to file charges or refer to another University office regardless of the participation of any party in the proceedings.

i. Upon receiving an alleged violation of Academic Misconduct, the SCAI Director may review relevant information and consult with relevant parties regarding the incident in question. In addition, Instructors can request an intake meeting with SCAI staff to review allegations, the Charges, possible Sanctions, and to be explained the Student conduct process, and any available forms of resolution. Reasonable efforts will be made to hold this intake meeting at least ten (10) Business Days before any scheduled hearing.

d. Interim Measures: Until final agency action or there is a such a change in circumstances that the decision-maker for each action below no longer supports such an action, the following interim measures may be implemented as follows:

i. No-Contact Directive: In cases involving allegations of, hazing, personal abuse, retaliation, stalking, or other menacing activity or concerning behavior, the SCAI Director, after making a reasonable effort to meet with the Respondent if appropriate to do so, may issue a No-Contact Directive.

ii. Restriction of Privilege or Access Directive: In cases involving allegations of hazing, personal abuse, retaliation, stalking, trespassing, or other menacing activity or concerning behavior, the SCAI Director, after making a reasonable effort to meet with the Respondent if appropriate to do so, may issue a Restriction of Privileges or Access Directive.

iii. Interim Suspension

1. Where the Senior Vice President for Academic & Student Affairs or designee determines that the health, safety or welfare of University community are in jeopardy or in danger, an interim (temporary) suspension will be imposed. This includes, but is not limited to, physical assault, hazing, possession of a firearm or explosives, illegal drug possession and other acts of a similar nature. A Respondent under Interim Suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities. The Respondent may neither attend nor participate in any classes, including any online components, during this time. The Respondent is also banned from being on or in any University Premises and/or On-Campus Housing, and from participation in any University-sponsored/related event or activity. The Respondent, except with the permission of the SCAI Director.

2. The Respondent may petition the Student Conduct Committee (SCC), in writing, for a review of the decision; the University will submit to the SCC, in writing,
relevant information related to the decision to impose an interim suspension. The SCC shall meet to consider the petition as soon as possible, but typically no later than five business days after it receives the petition. If the SCC determines that the suspension was improper or is no longer necessary, it shall lift the suspension immediately and the underlying matter shall proceed. The SCC may implement any alternative interim measures if it lifts the interim suspension.

3. The Respondent’s transcript will remain notated during the interim suspension.

4. If a Respondent’s privileges are temporarily revoked through an Interim Suspension and the Respondent is subsequently found not responsible for the violation, the University must, to the extent possible:
   a. Correct any record of the change in enrollment status in the Respondent’s permanent records and reports in a manner compliant with state and federal laws; and
   b. Refund to the Respondent a pro rata portion of any charges for tuition, and out-of-state fees, as appropriate, relating to the temporary revocation or suspension which affected the Respondent’s ability to attend classes for more than ten (10) school days.

e. Investigations: The SCAI Director retains the discretion to determine whether an investigation should be conducted, and the scope of such investigation based on the alleged violations under the Code. The investigation will be a neutral fact-finding process used to determine if there is sufficient information to warrant action by the University. If the SCAI Director directs an investigation to another office to act on behalf of SCAI, including the Department of Housing and Residence Life or the Office of Inclusion, Diversity, Equity & Access (IDEA), the Director of such office, or designee, shall conduct the investigation in accordance to the Code and relevant processes and procedures, so long as such procedures do not conflict with this Code or applicable University Policy which has jurisdiction over the reported behavior. For cases in which there is an overlap of charges between the Code and FIU Regulation 105, a joint investigation will commence, and the details of the Code investigation will be included in the FIU Regulation 105 final report or considered as part of the informal resolution. The Code behaviors will cede to adjudication and appeal under the process set forth in FIU Regulation 105.

In cases where conduct involves both potential Conduct and Academic Misconduct violations, the Hearing Officer or Hearing Body has the authority to handle both matters simultaneously through a joint hearing. If a Student is found Responsible for simultaneous Conduct and Academic Misconduct violations, sanctions from both processes may be imposed.

f. Charge Letter: The Respondent will be given a written notice of the Charges. The Charge Letter will include the following:
   i. Notice of the charge(s), including specific code section(s) which constitutes the alleged violation(s) of the Code, an allegations statement and any other detail in order to prepare for a Student Conduct proceeding; and
   ii. Information regarding next steps.

g. Joint Hearings: Cases that present common questions of conduct or fact and that would come before a panel of like composition may be joined for hearing.
   i. For a joint hearing, the individual who conducted the information sessions must affirm, in writing, to the Hearing Officer that each Respondent performed acts sufficiently
similar that the facts presented in evidence would not differ materially from one Respondent to another. In such case, the Hearing Officer may order joinder of such cases for hearing.

ii. Any Respondent, whose case is joined may request, in writing, to the Hearing Officer to be excluded from the joint hearing on the ground that (i) they are not charged with the same offense, at the same time and place, or (ii) that the facts relevant to them would differ materially from the facts relevant to the Respondent(s). The Hearing Officer’s decision regarding whether any requesting Respondent be severed from the joint hearing in final.

iii. All decisions regarding responsibility under this Code, and any applicable sanctions or remedies will be rendered individually, and each Respondent remains entitled their own advisor.

h. Information Session: An information session is designed to provide the Respondent with information about the adjudication process, as well as giving access to the information supporting the charge(s) available at that time.
   
i. Subsequent to the information session, the Hearing Officer may conduct further fact-finding regarding the incident that is subject to the charge. This information will be communicated to the Respondent prior to the hearing or at a subsequent meeting before a hearing.

ii. If a Respondent fails to attend a scheduled information session, the Respondent will be deemed to have waived their right to an information session. Under those circumstances, a hearing will be scheduled. Failure to attend an information session will result in the Hearing Officer determining the type of hearing. The hearing type will be determined based on the severity of the possible sanctions (e.g., suspension/expulsion cases may be referred to the Student Conduct Committee).

iii. If the Respondent fails to attend the information session, the Hearing Officer may place a hold/service indicator on the Respondent’s record until the conclusion of the hearing. If sanctions are imposed as a result of the hearing, the hold/service indicator will be retained until the Respondent fulfills all of the sanctions.

i. Student Academic Status Pending the Code Process: The Student's academic status will remain unchanged pending the outcome of the Code process, except where the Senior Vice President for Academic & Student Affairs or designee has implemented an interim suspension. When a final grade for a course may be involved, a grade of 'IN' should be assigned, pending the University’s final decision in the matter. A Respondent’s ability to register for future semesters may be temporarily placed on hold.

8. Resolution Options
A Respondent is entitled to a resolution of any alleged violation of the Code through a disciplinary proceeding unless waived as set forth below. Two (2) types of resolution options are provided by the Code.

a. Summary Resolution
   
i. A summary resolution is available when the Respondent waives the right to a hearing and requests that the Hearing Officer conducting the information session determine the findings and sanctions if applicable. The Hearing Officer reserves the right to conduct fact-finding to make an informed decision.

   ii. The following apply to a summary resolution:

      1. The meeting(s) will not be recorded.
2. The written decision will serve as the official record of the Summary Resolution.

3. The written decision will be sent to the Respondent within fourteen (14) Business Days from the date of the Summary Resolution. For Academic Misconduct violations, the written decision will also be sent to the Instructor.

   iii. If the Respondent does not choose the Summary Resolution (or the option is unavailable), the Respondent may indicate their preference for one of the two (2) types of hearings.

   b. **Hearings:** Two hearing types are available under the Code: 1) an Administrative Hearing, or 2) a Student Conduct Committee (SCC) hearing. All procedures described in the Hearing Procedures section apply to these types of hearings.

   i. Administrative Hearing - Conducted by a Hearing Officer who serves as the Hearing Body.

   ii. SCC Hearing - Conducted by a committee which serves as the Hearing Body. SCC committees for Conduct violations consist of two (2) Students, one (1) faculty or staff member, and a non-voting Hearing Officer. SCC committees for Academic Misconduct violations consist of three (3) Students, two (2) full-time faculty members, and a non-voting Hearing Officer. The non-voting Hearing Officer will moderate the hearing.

   iii. For SCC Hearings, members of any particular committee will vary, but will come from a pool of qualified faculty, staff and Students. Faculty members can be recommended annually by the Faculty Senate. Undergraduate, graduate, and professional students will be recruited and selected through SCAI’s formal SCC recruitment and selection process. All members of the SCC will be trained by SCAI. In cases where the Respondent is an undergraduate, every effort will be made to select undergraduate student representatives for the SCC. In cases where the Respondent is a graduate or professional student, every effort will be made to select graduate or professional student representatives for the SCC. For Academic Misconduct violations, the committee must include two full-time faculty members, and if the Respondent is a graduate or professional student faculty representatives must have at least Graduate Faculty status. For cases in which there is an overlap of charges under only the Code (Academic misconduct and a non-FIU Regulation 105 violation), the Hearing Body shall meet the requirements of the Academic Misconduct hearing.

   iv. For cases in which there is an overlap of charges between the Code and FIU Regulation 105, the Code behaviors will cede the adjudication processes under that Regulation.

   c. The SCAI Director retains the discretion to ultimately determine which hearing forum is appropriate.

   d. All hearing(s) will be conducted in private or in accordance with applicable law.

9. **HEARING NOTIFICATION AND INFORMATION EXCHANGE**

   a. **Scheduling:** Hearings may be scheduled during class periods. Every effort will be made to avoid a class conflict; however, due to availability of persons involved in the hearing and meeting room, it may not be possible.

   b. **Hearing Notice:** The notice of a hearing, including date, time, and location will be sent to the official University email address of the Respondent, or to the official University email address of the President of the Student Organization, at least five (5) Business Days prior to the hearing. The Instructor will also be notified in Academic Misconduct cases. The Hearing Officer
has the discretion to provide notice through additional means (e.g., overnight or hand delivery). The delivery notification of the hearing notice through the official University email will constitute full and adequate notice under the Code. The Respondent may waive the notice period by indicating the waiver in writing.

i. The notice will include the names of witnesses to be called by the University and a list of information to be used in the hearing, which may be different from what was presented in the information session or subsequent meetings.

ii. The notice will also indicate the name(s) of the Hearing Body member(s) if known at the time, but will be provided before the start of the hearing.

c. Witnesses and Information

i. Witnesses: In addition to witnesses to be called by the University, the Respondent may request the presence of additional witnesses to voluntarily present relevant information on their behalf.

1. The Respondent must provide the Hearing Officer with the names of all additional witnesses in writing at least three (3) Business Days prior to the hearing.

2. The Hearing Officer will determine the admissibility of testimony from additional witnesses. Character witnesses or witnesses to other incidents outside the specific incident in question will not be allowed to testify at a hearing. The Respondent may provide the Hearing Body with character witness statements (which will only be considered during the sanctioning phase, if any).

3. The Respondent is responsible for contacting and notifying the additional witnesses they wish to call for the hearing.

4. The proceedings shall not be delayed due to scheduling conflicts of witnesses. Failure of any witness to appear shall not require a delay or affect the validity of the proceedings. If called witnesses do not appear, their written statements, if they exist, will be considered by the Hearing Body. Witnesses can appear in person or by contemporaneous alternative means (e.g., Skype, phone).

5. The Hearing Officer has the discretion to limit the number of witnesses whose testimony may be duplicative, redundant or not in dispute.

6. The Hearing Officer may place limits on the length of testimony and also may advise to the scope, direction or tone of questioning.

ii. The Instructor of the course in which the alleged Academic Misconduct violation(s) have occurred will always be requested to attend the hearing. The Instructor is strongly encouraged to participate in the hearing procedure. The Respondent may inspect all of the information that will be presented at the Hearing at least three (3) Business Days before the hearing.

iii. The Respondent must submit any information they intend to use at a hearing at least three (3) Business Days before the hearing. Relevant records, exhibits, and statements may be accepted at the discretion of the Hearing Officer. The University will not consider polygraph reports.

iv. Acceptance or denial of witnesses and/or information is within the discretion of the Hearing Officer.

v. Information and/or the names of witnesses will be provided to the Hearing Body prior to the Hearing.

d. Challenging a Member of the Hearing Body/Change of a Hearing Body Member
i. The Respondent may challenge the inclusion of any member at least three (3) business days prior to the scheduled hearing. The challenge must be in writing and must show actual bias (such as a conflict of interest, animosity, pressure or influence) that would preclude a fair and impartial hearing. The Hearing Officer will determine whether to grant such challenge in their discretion, and such decision is final and not appealable.

ii. If a Hearing Body member is unable to serve due to an emergency or unforeseeable occurrence, the Hearing Officer will appoint a new hearing body member prior to the scheduled hearing and notify the Respondent as soon as possible. The Respondent may challenge the inclusion of this member at the time of the hearing. The challenge must be on the basis outlined above.

e. Request for a Postponement: Any request to postpone a hearing must be submitted in writing or by email and must be received by the SCAI Director at least two (2) business days prior to the hearing. The request must state the reason(s) for the postponement. The granting of such requests shall be at the discretion of the SCAI Director. The University is not required to postpone a proceeding pending the outcome of a criminal prosecution. The University may postpone the hearing, at any time, for extraordinary situations (e.g. hurricane, emergency personnel matters).

10. ADVISOR FOR THE RESPONDENT

a. The Respondent may be accompanied by an advisor of their choosing and at their expense at any time during the Code process.

i. It is the responsibility of the Respondent to make appropriate arrangements for the advisor to attend the proceeding. The proceedings shall not be delayed due to scheduling conflicts of the chosen advisor. If the advisor is an attorney, the attorney must comply with the same restrictions imposed on any other advisor.

ii. The Respondent is responsible for presenting their own information, and therefore, advisors are not permitted to speak or to participate directly in any process under this Code.

iii. Although the Respondent may consult with their Advisor during the hearing, this consultation must take place in a manner that does not disrupt the proceedings.

iv. The Advisor chosen by the Respondent cannot be a witness in the matter.

v. SCAI can provide the Respondent with a list of Advisors who can provide assistance in preparing a response to the reported Code violation.

11. DUE PROCESS RIGHTS OF THE RESPONDENT: The Respondent has the following rights:

a. Reasonable, written notice of the Code charge(s) and the allegations upon which the charge(s) is/are based.

b. A fair and impartial hearing.

c. Accompanied by an Advisor of their choice and expense at any time during the Code process.

d. The opportunity to review all relevant information or evidence to be used in the hearing prior to the hearing.

e. The ability to participate in the Student Conduct hearing either physically or by contemporaneous alternative means (e.g., Skype, phone).

f. The opportunity to present relevant witnesses and information at the hearing.
g. The opportunity to question witnesses in accordance with the Hearing Procedures.

h. Not to provide self-incriminating testimony. (This right does not apply to Student Organizations.) Invoking the right against self-incrimination will not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
   i. Receive notification of the decision of the Hearing Body in writing within fourteen (14) Business Days of the hearing.
   j. Appeal the decision via the process established by the University.

12. PRINCIPLES OF GROUP RESPONSIBILITY
   a. Any Student Organization can be held responsible under the Code for its actions or those of its members acting together. Misconduct on the part of the organization will be addressed when one or more of the following circumstances occur:
      i. An alleged violation arises out of a Student Organization-sponsored, financed or otherwise supported activity.
      ii. An alleged violation occurs on University Premises or On-Campus Housing and/or transportation owned, operated or rented exclusively by the Student Organization.
      iii. A pattern of individual alleged violations has occurred and/or continues to occur without adequate control, response or sanction on the part of the Student Organization or its leaders.
      iv. The Student Organization or its related activities provided the context for the alleged violation.
      v. The action resulting in the alleged violation has received either the implied or overt consent of the Student Organization and/or its leaders.
      vi. The Student Organization overtly places or implicitly allows active members of the Student Organization to be in a position to act on behalf or with the authority of the Student Organization.
   b. The actions of active, prospective, or associate members (pledges) of a Student Organization may be considered hazing. Refer to Section 5 for full details on Hazing.
   c. It is the responsibility of the Student Organization’s President or Student-member designee to represent the organization through the conduct process.

13. HEARING PROCEDURES
   a. During the hearing, the Hearing Officer presides over the Code hearing and makes all procedural decisions.
   b. The burden of proof in a hearing rests with the University and Respondents are presumed Not Responsible. The standard of proof is a Preponderance of the Evidence. The determination of “Responsible” or “Not Responsible” will be based solely on the information and/or testimony presented.
   c. Formal rules of process, procedure and/or technical rules of evidence (including hearsay rules) applicable in the criminal or civil court process are not used in Code proceedings.
   d. Witnesses only participate in the hearing to the degree that a question is posed to them. They may not speak or otherwise participate in the Hearing.
   e. In Code hearings involving Academic Misconduct violations, the Instructor can choose to be present in the hearing in its entirety and to ask questions of the Respondent and
witnesses when prompted. The Hearing Officer has the discretion to require the Instructor to step out of a hearing if non-academic student conduct issues are being discussed.

f. The hearing will be recorded. The recording will serve as the only official record of the proceedings. No other recordings are permitted.

g. If the Respondent, or Instructor fails to appear at the scheduled hearing, the hearing will be held, and a decision will be rendered in their absence.

h. Upon request by the Respondent or witnesses, the Hearing Officer may permit the individual to provide relevant information during the hearing in a manner that avoids direct contact with the Respondent.

i. For Code hearings involving Conduct Violations, the Hearing Officer has the discretion to determine the order of the hearings which may involve, but is not limited to, the following:

   i. Introductory statement by Hearing Officer including a reading of the allegations and charge(s), introduction of information that is the basis for the charges, and identification of the hearing participants.

   ii. Statement by the Respondent and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for Witness statements (see below) for consideration by the Hearing Body.

   iii. Questions directed to the Respondent by the Hearing Body.

   iv. Presentation of witnesses and any results of fact-finding conducted prior to the hearing.

   v. The Respondent may pose questions directly to the witness. In certain circumstances to be determined by the Hearing Officer, questions may be presented in writing to the Hearing Officer who will then ask the witness the question(s).

   vi. Submission by the Respondent of written statements (if any) of witnesses who are not present.

   vii. Follow-up questions (if any) directed to the Respondent by the Hearing Body.

   viii. Final statement by the Respondent.

   ix. Hearing Officer brings hearing to closure.

j. For Code hearings involving Academic Misconduct Violations, the Hearing Officer has the discretion to determine the order of the hearings which may involve, but is not limited to, the following:

   i. Introductory statement by Hearing Officer including a reading of the allegations and charge(s), introduction of information that is the basis for the charges and identification of the hearing participants.

   ii. Statement by the Instructor and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for Witness statements (see below) for consideration by the Hearing Body.

   iii. Statement by the Respondent and submission of any previously submitted relevant written information (e.g., records, exhibits, written statements) except for Witness statements (see below) for consideration by the Hearing Body.

   iv. Questions directed to the Instructor by the Hearing Body and the Respondent.

   v. Questions directed to the Respondent by the Hearing Body and the Instructor.
vi. Presentation of witnesses and any results of fact-finding conducted prior to the hearing.

vii. The Respondent may pose questions directly to the witness(es).

viii. The Instructor may pose questions directly to the witness(es).

ix. Submission by the Respondent written statements (if any) of witnesses who are not present.

x. Submission by the Instructor of written statements (if any) of witnesses who are not present.

xi. Follow-up questions (if any) directed to the Instructor by the Hearing Body and Respondent.

xii. Follow-up questions (if any) directed to the Respondent by the Hearing Body and the Instructor.

xiii. Final statement by the Instructor.

xiv. Final statement by the Respondent.

xv. Hearing Officer brings hearing to closure.

k. Deliberation by the Hearing Body is held outside the presence of the Respondent for all hearings, and Instructor, for hearings involving Academic Misconduct violations.

I. Prior Student Conduct and Academic Misconduct records, Character Witness Statements and/or Impact Statements are considered only in determining the appropriate sanction(s).

m. In Code hearings, the SCC will make a recommendation of the decision and sanctions to the Hearing Officer. The Hearing Officer may take one of these actions with respect to the recommendation:

i. Adopt

ii. Modify

iii. Reject the findings and sanctions, or

iv. Remand for a rehearing.

If the Committee decision is not adopted, the Hearing Officer will include the reasons for any differences between the recommendations of the Committee and the Hearing Officer’s final decision as part of the decision letter.

n. A decision letter will be sent to the Respondent within fourteen (14) Business Days from the conclusion of the Hearing Body’s deliberation. The hearing decision will include the decision, sanctions imposed (if applicable) and the explanation of the right to appeal. For Academic Misconduct violations, the written decision will also be sent to the Instructor.

o. This Regulation acknowledges the Instructor authority to award Student grades. If the Student is found “Not Responsible” for alleged violations of Academic Misconduct, the faculty member should reinstate the grade the Student would have received if the misconduct charges were not submitted and any reduction in grade should be based on the Student’s quality of work and not an allegation of Academic Misconduct.

14. TITLE IX PROCEDURES

Conduct meeting the definition of Sexual Harassment or Sexual Misconduct (including the Violence Against Women Act violations incorporated via the Clery Act) are administered via FIU Regulation 105. SCAI serves as the central repository for all student sanctions administered under the Code and FIU Regulation 105, and any prior misconduct under the Code or FIU Regulation 105 is considered in any sanctioning stage of either proceeding.
15. SANCTIONS

a. Sanctions may only be imposed when a Respondent has been found in violation of the Code. In cases where a Respondent has been found “Not Responsible” for the alleged violation(s), no sanctions will be assigned.

b. In light of the facts and circumstances of each case, the following sanctions or combination of sanctions (with or without appropriate modifications) will be imposed upon any Respondent found to have violated the Code or FIU Regulation 105. Sanctions will be commensurate with the prohibited conduct with consideration given to any aggravating and mitigating circumstances, including, but not limited to, the Respondent’s conduct and Academic Misconduct record. Fees may be associated with certain sanctions (e.g., counseling consultation, online programs) and are the Respondent’s responsibility.

c. When an undergraduate student is found Responsible for Academic Misconduct violations, SCAI will determine any University Sanctions which are not related to a grade or the course in general. The Instructor and Chair (or designee) will recommend Course Sanctions and communicate their recommendation to SCAI. SCAI will then communicate the final outcome to the student. Should the Instructor fail to provide SCAI with recommended course sanctions within seven (7) Business Days, SCAI may assign Course Sanctions. If the undergraduate student is a member of the Honors College, SCAI will notify the Dean of the Honors College that a student was found in violation and ask if the College wishes to invoke any Honors College-level academic action(s). The Dean of the Honors College will determine if Honors College action is necessary. SCAI will be notified within seven (7) Business Days if the Dean recommends additional program action.

d. When a graduate or professional student is found Responsible for Academic Misconduct violations, SCAI notifies the Instructor, Dean or designee of the University Graduate or Professional School, and the Dean or designee of the Academic College in which the graduate or professional student resides. SCAI will determine any University Sanctions, which are not related to a grade or the course. The Instructor and Dean (or designee) will recommend Course Sanctions and communicate their recommendation to SCAI. Should the Instructor fail to provide SCAI with recommended course sanctions within seven (7) Business Days, SCAI may assign Course Sanctions. The College Dean or designee will in turn notify the graduate or professional program that a student was found in violation and ask if the program wishes to invoke any program-level academic action(s). The student’s graduate or professional program will determine if program action is necessary. SCAI will be notified within seven (7) business days if the graduate or professional program recommends additional program action. SCAI will then communicate the final outcome to the student.

e. In the event the course Instructor is no longer at the University, the Department Chair (or designee) will determine the recommended Course Sanctions.

f. University Sanctions

   i. Written Reprimand: The University takes official notice that such actions are inappropriate and not in accordance with our community standards.

   ii. Educational Activities: Appropriate educational steps (such as referrals for alcohol or drug education, reflection activities, counseling, letters of apology, directed study programs, or classes).
iii. **Conduct Probation**: Probation for a stated period, including completion of any required probation program. While on conduct probation, any additional violations of the Code or other University Policies may result in suspension or expulsion.

iv. **Deferred Suspension**: Period of time in which suspension is temporarily withheld or withheld pending completion of other sanctions by a specified deadline date. A Respondent who is on deferred suspension is considered not in good standing with the University, resulting in applicable restrictions on privileges and/or activities which may include, but are not limited to, being prohibited from participating in study abroad or alternative break, or serving as a peer advisor, resident assistant or elected/appointed Student leader in Student Government or other Student Organizations. Additional restrictions on University privileges and/or activities may be imposed on the Respondent based on their current or potential future activities. If the Respondent fails to fulfill the sanctions described in the decision letter (including failure to timely fulfill the sanction), the Respondent will no longer be considered on deferred suspension but will be automatically suspended with no further appeal. While on deferred suspension, any additional violations of the Code or other University Policies may result in suspension or expulsion.

v. **Suspension**: Separation from the University for a specified period of time. A Respondent is considered not in good standing with the University while suspended. The Respondent may not attend classes (either in person or online) and is banned from being on or in any University Premises or On-Campus Housing. The suspended Respondent is also banned from participation in any University-sponsored/related event or activity and their FIU OneCard will be deactivated. This sanction is recorded on the Respondent’s academic transcript permanently. A Respondent who is suspended from the University is not eligible for tuition and/or registration fee reimbursement except as provided by University Policies. The Respondent will be administratively withdrawn from courses and will lose respective credit hours.

vi. **Expulsion**: Permanent separation from the University with no possibility of readmission. This sanction is recorded on the Respondent’s academic transcript permanently. A Respondent is considered not in good standing with the University after being expelled. The Respondent may not attend classes (either in person or online) and is banned from being on or in any University Premises or On-Campus Housing. The expelled Respondent is also banned from participation in any University-sponsored/related activity or event and their FIU OneCard will be deactivated. A Respondent who is expelled from the University is not eligible for tuition nor registration fee reimbursement except as provided by University Policy. The Respondent will be administratively withdrawn from courses and will lose respective credit hours.

g. Remedies

i. No Contact Order: the requirement that the Respondent and/or friends have no contact with another person.

ii. Restitution:

Restitution to the University or to the impacted part(ies) of the violation. Any such payment on restitution will be limited to actual cost of repair, services not covered, or replacement costs.

iii. Restrictions/Loss of Privileges: Restrictions or loss of privileges which may be imposed upon a Respondent for a specified amount of time, including but not limited to, participation in Student activities, University or Student events, representation of the University on athletic teams or in leadership positions, presence at University residence halls or other buildings/areas of campus, participation as a peer advisor, resident assistant or elected/appointed Student leader in Student Government or other Student Organizations, and/or participation in
study abroad or alternative break programs. For a student organization, restrictions or loss of
privileges include, but are not limited to, participation in or exclusion from Student activities,
social events, intramural activities, alcohol functions or in campus facilities. Additional
restrictions on University privileges and/or activities may be imposed on the Respondent based
on their current or potential future activities.

h. Course Sanctions:
   i. **Grade Penalty on the Assignment/Exam/Project with Resubmission:**
      A point/grade reduction on the assignment/assessment in question, and with the permission of
      the Faculty member, an opportunity to resubmit the assignment/assessment with the addition of
      the implemented point/grade reduction.
   ii. **Grade Penalty on the Assignment/Exam/Project:** A point/grade reduction on the assignment/assessment in question
   iii. **Overall Course Grade Penalty with Drop:** Receive a decrease in overall grade or an F for the entire course. However, the Student will be permitted to drop or withdraw
      the course with approval from the SCAI Director or designee. Requests for drop consideration
      must be submitted in writing with rationale to the SCAI Director or designee, where the final
      approval rests and is not eligible for independent appeal outside of the formal conduct appeal
      process.
   iv. **Overall Course Grade Penalty:** Receive a decrease in overall grade or an F for the course. A point/grade reduction for the entire course. There will be no ability to drop or
      withdraw from the course for any reason.
      i. Violations of the Code that are motivated by prejudice toward a person or group
         because of such factors such as race, color, creed, religion, ethnicity, national origin, disability,
         age, marital status, genetic information, veteran status or any group/class protected by state or
         federal law may result in stronger sanctions.
      ii. Students who are found “Responsible” for Academic Misconduct violations under
         the Code are prohibited from using the Grade Forgiveness Policy for the course in which the
         Academic Misconduct occurred.
      j. Sanctions take immediate effect unless appealed, except for suspensions or
         expulsions, which may be stayed until Final Agency action at the discretion of the SCAI
         Director. During such time, the SCAI Director may implement any supportive/interim measures
         available under the Code, excepting an interim suspension.
      k. Proof of the completion of the sanction(s) must be provided as directed in the
         decision letter. It is the responsibility of the Respondent to ensure that such proof is provided by
         the specified date. Failure of the Respondent to provide proof by the specified date may result in
         a charge of failure to comply, placement of a Student Conduct hold on a Respondent’s academic
         and University records, and suspension if the Respondent had been on deferred suspension.

16. **WITHDRAWAL FROM A COURSE PENDING CHARGES OF ACADEMIC MISCONDUCT** Upon receipt of notification of allegations of Academic Misconduct, a Student
may choose to withdraw from the course in question, in accordance with the University policies
related to course withdrawal. Students who withdraw from a course will have their ability to
register for future semesters temporarily placed on hold until the SCAI Director or designee is
assured that the Student is satisfactorily responding to the charges. Students who are found
“Responsible” of Academic Misconduct in a course from which they have withdrawn are still
eligible to receive the appropriate sanctions (as listed in Section 15) based on the case and may be reinstated to the course from which they have withdrawn.

17. PROCESS OF PRESIDENTIAL REVIEW
   a. The President will notify the SCAI Director within three (3) Business Days of notification of a disciplinary outcome if he/she wishes to review the underlying disciplinary matter. This review will serve as the appeal process for the Respondent and Reporting Party (if applicable). Any other appeal process will immediately cease.
   b. No later than one (1) Business Day after the President notifies the SCAI Director and the Appellate Officer, the SCAI Director shall notify the Respondent and Reporting Party (if applicable) of the President’s decision to review the underlying disciplinary matter including sanctions. The Respondent and Reporting Party (if applicable) may provide the President with any information (including any documents supporting an appeal if not previously submitted) within three (3) Business Days of the SCAI Director’s notification.
   c. The President may only consider the information included in the Student Conduct file, any appeals submitted by the Respondent and Reporting Party (if applicable), and any information that was not reasonably available at the time of the hearing.
   d. The President shall issue a written decision to the Respondent Reporting Party (if applicable), Appellate Officer, and SCAI Director within fourteen (14) Business Days of notification of a disciplinary outcome. Decisions based on charges involving Hazing (Section (5)(p)) will include an explanation for the decision and sanctions. The President’s decision constitutes Final Agency Action and will include notice of the Respondent’s right to appeal to an external judicial forum if the sanction is suspension or expulsion.

18. APPEALS
   a. Appellate Officer: The Appellate Officer for all appeals is the Senior Vice President for Academic & Student Affairs or designee.
   b. Appeal Form/Basis for Appeals: The Respondent wishing to appeal must complete the appeal form in full, indicating the basis for the appeal, explain in detail the reasons for the appeal and attach supporting relevant documentation. The burden of proof rests with the person appealing to clearly demonstrate the reason for appeal as set forth below. Appeals are not a rehearing of the Student Conduct matter but are only a file and/or document review. The reason for the appeal must be based on at least one of the following:
      i. Violations of the appealing party’s rights or other failure to follow the Student Conduct procedures that substantially affected the outcome of the initial hearing. Appeals based on this reason will be limited solely to a review of the record of the hearing;
      ii. New information which was not available at the time of the hearing and could not have been presented. In addition, the appealing party must show that the new information could have substantially affected the outcome; or
      iii. The severity of the sanction is disproportionate to the nature of the charge(s).
   c. Appeal Requests: All appeals must be written and submitted using the appeal form available in the decision letter.

The person wishing to appeal must complete the appeal form in full and send it to the Appellate Officer for receipt no later than 5:00pm of the seventh (7th) Business Day after the delivery date.
of the hearing decision letter. If the appeal form is submitted and/or signed by any individual other than the appealing party, it will not be accepted.

d. **Untimely Appeal:** If a hearing decision is not appealed within the timeframe, the original decision becomes Final Agency Action.

e. **The Respondent’s Status Pending Appeal:**
   
i. An appeal has no effect on a Respondent’s status when the sanction was suspension or expulsion. The sanction(s) are effective immediately from the date of the decision, unless stayed until Final Agency action at the discretion of the SCAI Director. During such time, the SCAI Director may implement any supportive/interim measures available under the Code, excepting an interim suspension.
   
ii. If the Respondent appeals in any other case, once an appeal is requested, the sanction(s) will be stayed and will not take effect until the appeal process has been completed. Under these circumstances, a Respondent shall remain eligible to attend classes and University activities pending the appeal.
   
iii. If no appeal is requested, the sanctions will take effect immediately.

f. **Appellate Review/Decision:**
   
i. No person may hear or decide an appeal if they conducted or participated in the Code proceeding being reviewed on appeal.
   
ii. The Appellate Officer shall first determine if sufficient grounds for the appeal exists and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:
   
   1. If the basis of the appeal is that the severity of the sanction was disproportionate to the nature of the offense and the Appellate Officer finds the appealing party proved their allegation, the Appellate Officer may modify the sanction.
   
   2. If the basis of the appeal is that there was a failure to follow the Student Conduct procedures that substantially affected the outcome, or that there was new information which was not reasonably available at the time of the hearing and could not have been discovered through the exercise of due diligence, which would have substantially affected the outcome and the Appellate Officer finds that the appealing party proved their allegation, the Appellate Officer will order a new hearing.

g. **Written Decision on Appeal:** The appellate decision is issued in writing to the Respondent within twenty-one (21) Business Days of receipt of the written request for appeal unless notification is given that additional time is necessary for consideration of the record on appeal.

h. **Effect of the Final Appellate Decision:** The decision of the Appellate Officer constitutes Final Agency Action. In the case of a suspension or expulsion of a Respondent, the decision of the Appellate Officer will include notice to the Respondent’s right to appeal to an external judicial forum.

i. **Academic Grievance Process:** The Respondent may not use the Student Academic Grievance Policy as a way to appeal the filing of a complaint or the outcome of the Academic Misconduct process outlined in this regulation.

19. **RECORDS**

   a. All student conduct-related records, including records involving Conduct violations, Academic Misconduct violation, and FIU Regulation 105, will be housed in the web-based system maintained by SCAI.
b. The release of student conduct-related records will be governed by applicable federal and state laws regarding the privacy of education records.

c. SCAI may place a student conduct hold on the records and registration of any Respondent who has a pending Code matter, including any outstanding sanctions. Respondents may not be allowed to graduate or receive grades, until pending matter(s), including any outstanding sanctions, are resolved. The University reserves the right to withhold a transcript until properly notated.

d. The official University email address on file with the Registrar’s Office will be used for all student conduct correspondence sent. For Student Organizations, the official University email address on file with the Registrar's Office for the organization's respective President will be used. The Hearing Officer may, in their discretion, decide to send the notices via additional means (e.g., overnight delivery) and/or to other authorized University Officials.

e. Suspension(s) and Expulsion will be noted permanently on a Student’s academic transcript. Student conduct-related files are kept in compliance with General Records Schedule GS5, but not for less than seven (7) years from the date of the last incident(s) that the Respondent was involved in that resulted in Code charges. However, in the case of suspension or expulsion, the files shall be permanently retained.

f. Students may have access to the information in their student conduct and Academic Misconduct file by submitting a written request to the SCAI Director. The access will be provided in accordance with federal and state laws regarding the privacy of education records (FERPA) and University regulation (see FIU Regulation 108).

20. AUXILIARY AIDS AND SERVICES Students with disabilities as defined by the Americans with Disabilities Act who require special accommodations for meetings/hearings should notify SCAI and the Disability Resource Center in writing at least three (3) Business Days prior to any meeting or hearing.

21. CONFLICT RESOLUTION

a. Not every matter processed through SCAI is required to go through summary resolution or a hearing. An overall goal of SCAI is to provide a learning process which entails understanding and respecting the rights of others. An avenue utilized by SCAI to foster mutual respect and understanding when differences arise is Conflict Resolution. Conflict Resolution through SCAI is an informal and confidential process.

b. Conflict Resolution may be utilized where the incident in question is minor in nature, the parties involved chose to participate, and the University cannot proceed with charges through the University student conduct system.

c. Conflict Resolution cases handled through SCAI will not be identified or filed as a student conduct matter. Conflict Resolution records will be maintained separate from student conduct files and will not be recorded or reported as part of a Charged Student’s record. All Conflict Resolution files are private and will not be released without written consent except in cases where the conduct or behavior is a repeat offense. In repeat cases, this information is only released to the Hearing Body and only used if the Respondent is found responsible for a violation of the Code.

d. Conflict Resolution files are kept for seven (7) years from the date of the resolution.
c. Participation must be voluntary, and either party can request to end Conflict Resolution at any time which may result in the initiation of the student conduct process for the behavior.

22. INTERPRETATION AND REVISION
   a. Any question of interpretation or application of the Code shall be referred to the Senior Vice President for Academic and Student Affairs or designee for final determination.
   b. The Code shall be reviewed periodically by a committee which shall include Student representation under the direction of the SCAI Director.
   c. The Academic Misconduct procedures outlined in this regulation will be reviewed at least every three (3) years by a committee which shall include Student and faculty representation under the direction of the SCAI Director. The committee will be appointed by the Chair of the Faculty Senate, in consultation with the SCAI Director and the Faculty Fellow for Academic Integrity. Any changes to Academic Misconduct procedures must be approved by the Faculty Senate.

Contact: Director, Office of Student Conduct and Academic Integrity
Location: GC 311
Phone: (305) 348-3939 / Fax: (305) 348-6477
Email: conduct@fiu.edu
Web Page: conduct.fiu.edu

Authority: Florida Board of Governors Regulation 6.0105 Student Conduct and Discipline; Florida Board of Governors Regulation 6.010 Student Affairs Administration; Florida Board of Governors Regulation 1.001(4)(a)(10); and Section 7(d), Article IX, Florida Constitution.
History—New June 19, 2012, Amended 9-17-12, 4-8-14, 6-8-18, 6-25-19 Amended 8-13-20,
Amended 10-30-20.
University President’s EEO Policy Statement
Florida International University

EQUAL OPPORTUNITY POLICY STATEMENT

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

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

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

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

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

In furtherance of Florida International University’s policy regarding affirmative action and equal employment opportunity, Florida International University has developed a written Affirmative Action Program which sets forth the policies, practices, and procedures which the University is committed to applying in order to ensure that its policy of non-discrimination and affirmative action for qualified individuals with disabilities and qualified protected veterans is accomplished. This Affirmative Action Program for qualified individuals with disabilities and qualified protected veterans is available for inspection by any employee or applicant for employment upon request, during normal business hours in the Division of Diversity, Equity, and Inclusion office in Primera Casa (PC) 220. Any questions should be directed to me, your supervisor, or Emmanuele Bowles, EEO Coordinator.

Kenneth Jessell
Interim President
PART III. GOALS, MEASUREMENT, AND DATA TABLES

A. ACADEMIC PROGRAM REVIEWS

Table 1. First-Time-In-College Enrollment Previous AY

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<td>119</td>
<td>246</td>
<td>0</td>
<td>100</td>
<td>2127</td>
<td>0</td>
<td>211</td>
<td>57</td>
<td>12</td>
<td>2872</td>
</tr>
<tr>
<td>Category % of Total Fall 2021</td>
<td>4%</td>
<td>9%</td>
<td>0%</td>
<td>3%</td>
<td>74%</td>
<td>0%</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Total FTIC Fall 2016</td>
<td>231</td>
<td>408</td>
<td>136</td>
<td>2874</td>
<td>323</td>
<td>177</td>
<td></td>
<td></td>
<td></td>
<td>4159</td>
</tr>
<tr>
<td>Category % of Total Fall 2016</td>
<td>6%</td>
<td>10%</td>
<td>3%</td>
<td>69%</td>
<td>0%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Percentage Change from Fall 2016 to Fall 2021</td>
<td>-1.4%</td>
<td>-1.2%</td>
<td>0.2%</td>
<td>5.0%</td>
<td>0.0%</td>
<td>-0.4%</td>
<td>-2.3%</td>
<td>0.3%</td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Analysis of Table
The FIU FTIC enrollment data reflects that approximately 61% of students were female, and 39% were male for the 2020-2021 academic year. Although the total number of FTIC students enrolled at FIU decreased from 4,159 in Fall 2016 to 2,872 in the Fall of 2021, there was an increase from Fall 2020 to Fall 2021 by 5%. 88% of full-time FTICs enrolled at FIU were underrepresented minorities in Fall 2021. This percentage slightly improved over the Fall 2020 metric, where 87% of full-time FTICs enrolled at FIU were underrepresented minorities. Students from Hispanic backgrounds made up the most significant percentage increase in this metric.

During the 2020-2021 academic year, FIU enrolled more than 56,000 degree-seeking and non-degree-seeking students. We engage in selective admissions practices, through which we accepted 58% of our FTIC applicants during this academic year. When considering applicants, we focus on high school GPA, grades in academic core courses, standardized test scores, and math readiness (for math-intensive majors). We also maintain admissions/success pathways for students who graduated in the top 10% of their class or have evidence of special talent (portfolios and auditions).

Areas for Improvement & Action Plan- FTIC
While we employ several strategies to admit students via quantitative readiness measures, our admissions committee considers many applicants on a case-by-case basis.
The committee considers the following applicant characteristics as it makes admissions decisions:

1. Advanced coursework completed by the applicant
2. The applicant’s community activism and volunteer work
3. Stated goals for coming to FIU

Please note that, in accordance with Florida BOG Regulation 6.002(2)(c), FIU’s Office of Admissions works closely with the Florida Board of Governors and Department of Education to review applicants through the Talented 20 Program. By guaranteeing students access to at least one of the Florida SUS institutions, Florida’s Talented Twenty Program encourages students to strive for better grades in high school and provides access to state universities.

**Top Ten Percent Pathway**
As highlighted in our Areas for Improvement from our 2019-2020 report, we included a top 10% pathway in our suite of admissions/success pathways. Through this pathway, we currently admit students who graduate in the top 10% of their high school classes regardless of their standardized test scores. We should begin to see the initial results of this effort by the end of the 2022-2023 cycle.

**AVID Recruitment**
We continue our efforts with the Advancement via Individual Determination (AVID) program. This program supports schools as they serve fourth through twelfth-grade students. Through this program, we collaborate with schools as they prepare for a four-year college education. AVID helps students by providing social and academic services as they maximize high school performance and achieve college degrees. We provide AVID students with specific recruiting experiences and materials upon request. During the pandemic, FIU participated in AVID virtual events and our continued participation in the College Education Experience program.

**College Board Access and Diversity Collaborative**
FIU continues to be a sponsor of the College Board Access and Diversity Collaborative (ADC). This program provides information and tools to higher education institutions as they implement policies and practices supporting educational access and diversity. FIU helps shape priorities and provides advice and direction regarding recruitment activities. We provide input to the policy and resources that guide the enrollment management community. Through our sponsorship of this program, we work closely with the EducationCounsel policy and law experts when dealing with diversity-related enrollment and admissions challenges, practices, and goals.
FIU Golden Scholars
The Golden Scholars bridge program is an alternative admissions program for underrepresented students. FIU provides priority consideration to first-generation students and Miami-Dade County high school seniors. Students selected to be Golden Scholars will participate in an intensive six-week residential summer bridge program that offers academic preparation, individualized advising, and personal attention from faculty and staff. Upon successfully completing the bridge program, students will matriculate into the fall term as fully admitted FIU students.

Outreach and Selection – FIU Admission Coordinators are given the information about Golden Scholars and disseminate the information to targeted schools/students. Two Admission Coordinators also serve on the selection committee for the summer bridge program.

Figure 1. Golden Scholars Overall Headcount by Fall Term

Hispanic Scholars Fund
FIU is a partner institution with the Hispanic Scholarship Fund. This organization empowers students and parents with the knowledge and resources necessary to achieve higher education goals. FIU attends college fairs, National Leadership Conference, and STEM Summit. We participate in College 101, host College Camp at FIU, and participate in the Youth Leadership Summit.
Table 2. Florida State College System A.A. Transfers Previous AY

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI*</th>
<th>W</th>
<th>≥ TWO*</th>
<th>UNK</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fall 2021</td>
<td>364</td>
<td>937</td>
<td>155</td>
<td>4936</td>
<td>519</td>
<td>128</td>
<td>25</td>
<td>4352</td>
<td>2717</td>
<td>7069</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category % of Total Fall 2021</td>
<td>5%</td>
<td>13%</td>
<td>0%</td>
<td>2%</td>
<td>70%</td>
<td>0%</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
<td>62%</td>
<td>38%</td>
<td>100%</td>
</tr>
<tr>
<td>Total Fall 2016</td>
<td>307</td>
<td>847</td>
<td>151</td>
<td>4708</td>
<td>0</td>
<td>508</td>
<td>168</td>
<td>37</td>
<td>3983</td>
<td>2748</td>
<td>6731</td>
<td></td>
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<tr>
<td>Category % of Total Fall 2016</td>
<td>5%</td>
<td>13%</td>
<td>0%</td>
<td>2%</td>
<td>70%</td>
<td>0%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
<td>59%</td>
<td>41%</td>
<td>100%</td>
</tr>
<tr>
<td>Category % Change from 2016 to 2021</td>
<td>0.6%</td>
<td>0.7%</td>
<td>0.0%</td>
<td>-0.1%</td>
<td>0.0%</td>
<td>-0.1%</td>
<td>0.0%</td>
<td>-0.2%</td>
<td>-0.7%</td>
<td>-0.2%</td>
<td>2.4%</td>
<td>-2.4%</td>
</tr>
</tbody>
</table>

Source: Student Instruction File. Full-time students.

Analysis of Table
For Fall 2021, there were 7,069 Florida State College System transfers. This marks an approximate 9% decrease from last year’s 7,742 enrollment number but a 5% increase from the Fall 2016 enrollment number of 6,731. Two minority groups (American Indian/Alaska Native and Two or More races) increased in percentage, with American Indian/Alaska Native students marking the most significant increase by 25%. All other groups decreased from the last year, with Native Hawaiian or Other Pacific Islander students marking the most considerable decrease. Additionally, the total number of female and male transfer students decreased for Fall 2021 by 10% and 9%, respectively. Over the past five years, FIU has experienced about a 9% increase in the total number of female transfer students and about a 1% increase in the total number of male transfer students.

Transfers starting their third year of college (or near earning 60 credits) have a chosen degree. If they enter with an associate degree, they must apply to their college or program of choice in addition to university application. Some degree programs, such as architecture and nursing, have higher minimum admissions requirements than others and may require additional information or exams along with the application.

Areas for Improvement & Action Plan- Transfer Recruitment
The following programs assist in the increase of transfer students at FIU.

Connect4Success
The Connect4Success (C4S) program is two-fold. In the first part, the Office of Admissions conducts workshops in high schools to educate students about the benefits of a 2+2 program. In the second part, Admissions and Transfer and Transition Services
offices assist students at the State Colleges with transitioning to the university as they earn their AA or approved AS degree.

**High School to C4S Recruitment**

Programs at Hialeah-Miami Lakes, Hialeah Gardens, Mater Academy Charter, and Miami Lakes Educational

**Connect4Success**

The Connect4Success (C4S) transfer pathway received its highest national recognition as a finalist for the 2021 *Examples of Excelencia* by Excelencia in Education. The accolade demonstrates our access mission and highly focused work to effectively serve underserved students from the associate degree through baccalaureate completion. Moreover, C4S was profiled in 2021 *What Works for Latino Students in Higher Education Compendium* as a model for emerging nationwide programs seeking to evolve evidence-based high-impact practices that leverage 2-4 partnerships and engender transfer student transfer success.

In addition to recruitment efforts in local area high schools, we offered virtual events in regional high schools offering students integrated or theme-based curricula, Cambridge curricula, and/or innovative programming: Sheridan Technical High School, St. Thomas Aquinas High School, and Lake Worth Community High School, McArthur High School, Everglades High School, Hollywood Hills High School, and West Broward High School (Oct 2021). Additionally, we participated in an HBCU/HSI College Fair for Palm Beach County Schools (Jan 2021), TRIO College Fairs, and paid visits to participating high schools from the FIU Education Effect (May 2021). Lastly, we offered synchronous monthly virtual sessions titled “C4S From Beginning to End,” open to all students and families (Feb-Jun 2021).

**C4S Kickoff Events**

The C4S Kickoff, offered at Miami Dade College (MDC), Broward College (BC), and Palm Beach State College (PBSC), welcomes new students and their families to the program and offers comprehensive information about its benefits. While the Kickoff was traditionally provided in the summer and in-person, the pandemic required us to pivot and redesigned an engaging virtual program. We also moved the MDC and BC Kickoff from summer to early fall in response to the unique pandemic-related challenges students and their families faced transitioning from high school to college. Attendance in these virtual Kickoffs was comparable to the prior year, with over 400 students from both partner colleges participating. The PBSC Kickoff, offered in the summer of 2020, experienced a 55% dip in attendance compared to the prior year. All sessions were recorded and emailed to C4S students at each partner college.
Pre-Transfer Advising
Bridge Advisors housed at our three largest sending partner colleges continued to offer one-on-one pre-transfer advising appointments via phone and virtually (Zoom). During the data period, Bridge Advisors met with 4,616 students (2,520 via phone, 2,096 via Zoom) compared to 1,489 the prior year through these same modalities. The attendance data and student qualitative feedback continued to signal satisfaction in the information provided by advisors and the benefits of virtual options to students who work, are caregivers, and/or attend campuses in rural communities.

C4S Collaborative Grants
We continue to leverage two collaborative grants with Miami Dade College (MDC): STEM Seamless Transfer Pathway (STP), and Humanities Edge, with goals to increase access and success in associated disciplines via 2-4 partnerships. The programs offer students early exposure to undergraduate research, internship opportunities, and bridge programming, all to develop students’ identities in their discipline. Two grant-funded FIU Bridge Advisors specializing in STEM and Humanities majors provide pre-transfer advising.

Over 750 MDC students attended STP workshops that covered prerequisite milestones, timely completion, financial aid, STEM careers, and peer advising. The Humanities Edge offered similar workshops, adding classroom visits and presentations at major orientations. Approximately 650 Humanities students were served through this type of intentional programming.

The BC2FIU Scholarship Program, funded by the Helios Education Foundation, is a new collaboration between Broward College (BC) and FIU focused on increasing baccalaureate completion at FIU for students in select, articulated Associate of Science (AS) pathways. To date, 69 students at BC have earned the BC2FIU scholarship, with the first group of students expected to transfer to FIU in Fall 2022 and receive a companion scholarship.

Table 3. Retention of Full-Time FTICs Entering Previous AY, After One Year

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ Two</th>
<th>UNK</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020 Cohort</td>
<td>69</td>
<td>213</td>
<td>0</td>
<td>81</td>
<td>2083</td>
<td>0</td>
<td>238</td>
<td>42</td>
<td></td>
<td>1637</td>
<td>1096</td>
<td>2733</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>3%</td>
<td>8%</td>
<td>0%</td>
<td>3%</td>
<td>76%</td>
<td>0%</td>
<td>9%</td>
<td>2%</td>
<td>0%</td>
<td>60%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Enrolled Fall 2021</td>
<td>64</td>
<td>189</td>
<td>0</td>
<td>76</td>
<td>1898</td>
<td>0</td>
<td>204</td>
<td>36</td>
<td></td>
<td>1490</td>
<td>984</td>
<td>2474</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>93%</td>
<td>89%</td>
<td>N/A</td>
<td>94%</td>
<td>91%</td>
<td>N/A</td>
<td>86%</td>
<td>86%</td>
<td>100%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>
**Analysis of Table**
One-year retention rates for full-time FTIC first-year students averaged 91% for Fall 2020. The retention rate remained the same as the Fall 2020 cohort. Across the various racial and ethnic groups, the retention rate increased by at least 1% or stayed the same except for the White category, which decreased by 1%. The retention rates for female students increased by 2% and decreased by 2% for male students.

**Areas for Improvement & Action Plan - Retention**
FIU offers many first-year programs to introduce students to the college environment and communicate expectations. These programs have been instrumental in helping FIU achieve a 91% retention rate of our FTIC first-year students. The programs, activities, and courses (listed below) were established to promote and support academic, intellectual, personal, and social growth.

**Center for Academic Success**
The Center for Academic Success is charged with supporting the retention and graduation of undergraduate students. The Center focuses on first-year students and those nearing graduation. The Center coordinates the creation and distribution of lists that academic advisors use to reach students facing academic risk or who are approaching graduation. The Center helps students with financial difficulties find resources to continue their enrollment, provides coaching, and mentors a cohort of at-risk first-year students.

**First Year Experience Course (SLS 1501)**
SLS 1501 introduces students to the university and promotes as well as supports academic, intellectual, personal, and social growth and success.

**Exploratory Students**
Exploratory student pathways are designed to assist students through self-discovery to choose and plan for a major and a career path. FIU has established career-focused courses to help transition into a prospective career and assist in selecting a suitable major.

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

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

*Surviving the First Year* teaches incoming first-year students how to balance their social and scholastic lives. The program provides an understanding of how important it is to get organized, manage their time well, make room for homework, social activities, employment, and, most importantly, time to study.

Academic Planning and Preparation Workshops

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

The University Learning Center

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

Fostering Panther Pride (FPP)

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

### Table 4. Graduation Rate of Full-Time FTICs After Six Years

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A/PI</th>
<th>H</th>
<th>NH/ OPI</th>
<th>W</th>
<th>≥ TWO*</th>
<th>UNK</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015-21 Cohort</strong></td>
<td>179</td>
<td>412</td>
<td>91</td>
<td>2565</td>
<td>306</td>
<td>104</td>
<td>15</td>
<td>2122</td>
<td>1644</td>
<td>3766</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Category % of Total</strong></td>
<td>5%</td>
<td>11%</td>
<td>0%</td>
<td>2%</td>
<td>70%</td>
<td>0%</td>
<td>8%</td>
<td>3%</td>
<td>0%</td>
<td>56%</td>
<td>44%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Number of Graduates within 6 yrs from cohort</strong></td>
<td>107</td>
<td>244</td>
<td>68</td>
<td>1850</td>
<td>182</td>
<td>63</td>
<td>10</td>
<td>1496</td>
<td>1031</td>
<td>2527</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent Graduated</strong></td>
<td>60%</td>
<td>59%</td>
<td>87%</td>
<td>75%</td>
<td>70%</td>
<td>33%</td>
<td>56%</td>
<td>61%</td>
<td>87%</td>
<td>70%</td>
<td>63%</td>
<td>67%</td>
</tr>
<tr>
<td><strong>Number Still Enrolled in 6th Year from cohort</strong></td>
<td>17</td>
<td>0</td>
<td>159</td>
<td>0</td>
<td>13</td>
<td>84</td>
<td>125</td>
<td>209</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent Retained</strong></td>
<td>4%</td>
<td>0%</td>
<td>5%</td>
<td>6%</td>
<td>0%</td>
<td>4%</td>
<td>7%</td>
<td>7%</td>
<td>4%</td>
<td>8%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

*Note: FTIC includes Beginners and Early Admits.*
Analysis of Table
As reflected in Table 4, FIU has a 67% graduation rate for all full-time FTICs. This cohort’s graduation rate remains consistent with the previous year. Female and male students in this group experienced a 1% increase in the graduation rate compared to the last year’s report. Compared to the 2014-2020 cohort, there were increases in the percentage of graduates for Asian (75%, up from 74%), Hispanic (70%, up from 69%), and White (59%, up from 58%) students. In comparing last academic year, the most significant total increase in the number of full-time FTICs who graduated were Resident Alien (and other eligible non-citizens) students. American Indian/Alaska Native graduates had the most significant decrease, from 100% who graduated in the 2014-2020 cohort to 33%. The graduation rates for Black and American Indian/Alaska Native remain the same from the previous year.

### Table 5. Bachelor’s Degrees Awarded, Previous AY

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2020-2021</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Male</td>
<td>548</td>
<td>549</td>
<td>134</td>
<td>3342</td>
<td>415</td>
<td>110</td>
<td>15</td>
<td></td>
<td></td>
<td>5115</td>
</tr>
<tr>
<td>Female</td>
<td>570</td>
<td>966</td>
<td>163</td>
<td>5078</td>
<td>611</td>
<td>146</td>
<td>20</td>
<td></td>
<td></td>
<td>7565</td>
</tr>
<tr>
<td>Total</td>
<td>1118</td>
<td>1515</td>
<td>297</td>
<td>8420</td>
<td>1026</td>
<td>256</td>
<td>35</td>
<td></td>
<td></td>
<td>12880</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>9%</td>
<td>12%</td>
<td>0%</td>
<td>2%</td>
<td>66%</td>
<td>0%</td>
<td>8%</td>
<td>2%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>AY 2015-2016</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>270</td>
<td>403</td>
<td>104</td>
<td>2447</td>
<td>377</td>
<td>67</td>
<td>36</td>
<td></td>
<td></td>
<td>3707</td>
</tr>
<tr>
<td>Female</td>
<td>367</td>
<td>617</td>
<td>125</td>
<td>3562</td>
<td>513</td>
<td>121</td>
<td>54</td>
<td></td>
<td></td>
<td>5369</td>
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<tr>
<td>Total</td>
<td>637</td>
<td>1020</td>
<td>229</td>
<td>6009</td>
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<td>Category % of Total</td>
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<td>66%</td>
<td>0%</td>
<td>10%</td>
<td>2%</td>
<td>1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Analysis of Table
FIU awarded 12,680 Bachelor’s degrees during the 2020-2021 academic year, an increase from the previous year’s 10,960 Bachelor’s degrees. This constituted a 7% increase in degrees awarded last academic year. During the 5-year period from the 2015-2016 Academic Year to the 2020-2021 Academic Year, the number of degrees awarded increased by 40%. During this academic year, the percentage remained the same as last’s report of 60% of Bachelor’s degrees awarded to female graduates and 40% to male students.

During the 2020-2021 Academic Year, the percentage of Bachelor’s degrees awarded to various racial and ethnic groups mirrored the rates reported in the 2019-2020 Academic Year, with a 1% increase of Resident Alien (and other eligible non-citizens) graduates and a 1% decrease in White degree recipients.
Table 6. Master's Degrees Awarded, Previous AY

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/POPI</th>
<th>W</th>
<th>≥Two</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2020-2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>275</td>
<td>153</td>
<td>41</td>
<td>708</td>
<td></td>
<td></td>
<td>199</td>
<td>18</td>
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</tr>
<tr>
<td>Female</td>
<td>278</td>
<td>358</td>
<td>59</td>
<td>1098</td>
<td></td>
<td></td>
<td>285</td>
<td>36</td>
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<tr>
<td>Total</td>
<td>553</td>
<td>511</td>
<td>100</td>
<td>1806</td>
<td></td>
<td></td>
<td>484</td>
<td>54</td>
<td>23</td>
<td>3536</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>16%</td>
<td>14%</td>
<td>0%</td>
<td>3%</td>
<td>51%</td>
<td>0%</td>
<td>14%</td>
<td>2%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>AY 2015-2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
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<td>141</td>
<td>52</td>
<td>619</td>
<td></td>
<td></td>
<td>188</td>
<td>14</td>
<td></td>
<td>1309</td>
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<tr>
<td>Female</td>
<td>282</td>
<td>224</td>
<td>47</td>
<td>928</td>
<td></td>
<td></td>
<td>266</td>
<td>27</td>
<td></td>
<td>1795</td>
</tr>
<tr>
<td>Total</td>
<td>572</td>
<td>365</td>
<td>99</td>
<td>1547</td>
<td></td>
<td></td>
<td>454</td>
<td>41</td>
<td>20</td>
<td>3104</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>18%</td>
<td>12%</td>
<td>0%</td>
<td>3%</td>
<td>50%</td>
<td>0%</td>
<td>15%</td>
<td>1%</td>
<td>1%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Analysis of Table

A total of 3,536 Master’s degrees were conferred during AY 2020-2021, representing an increase of 2.5% from AY 2019-2020. Of the total Master’s degrees awarded in AY 2020-2021, females received 2,132 or 60.3%, whereas males received 1,404 degrees or 39.7%. Hispanic students were awarded the most significant number of Master’s degrees, a continuing trend here at FIU, with 1,806 conferrals representing 51.07% of the total number of Master’s degrees. The three largest represented groups were Resident Alien (and other eligible non-citizens) students 15.64%, Black students 14.45%, and White students 13.69%.

Hispanic females represented the most significant percentage of degrees awarded at 31%, followed by Hispanic males at 20%. From AY 2019-2020 to AY 2020-2021, some of the more significant increases were – 39% for Resident Alien (and other eligible non-citizens) males, 21.34% for White males, 8.81% for Black females, and 6.25% for Black males, 5.67% for Hispanic males. There was a 6.47% decrease for Hispanic females.

There were three Master’s degrees awarded to American Indian/Alaska Native students. There were four Master’s degrees awarded to Native Hawaiian/Other Pacific Islander students, same as last year, but representing an increase from years before that. Representation of groups obtaining Master’s degrees mirrors the local demographics, and we would like to continue ensuring this is the case.
**Table 7. Doctoral Degrees Awarded, Previous AY**

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2020-2021</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Male</td>
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<td>15</td>
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<td>102</td>
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<tr>
<td>Female</td>
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<td>0</td>
<td>25</td>
<td>0</td>
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<tr>
<td>Total</td>
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<td>0</td>
<td>40</td>
<td>0</td>
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<td>206</td>
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<tr>
<td>Category % of Total</td>
<td>44%</td>
<td>6%</td>
<td>0%</td>
<td>19%</td>
<td>0%</td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td><strong>AY 2015-2016</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
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<td>0</td>
<td>35</td>
<td>0</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td>151</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>42%</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
<td>0%</td>
<td>23%</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

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

**Analysis of Table**

FIU awarded 206 doctoral degrees in AY 2020-2021, an increase of 12 (6.2%) degrees from last year’s 194. The most significant group percentage (43.69%) was awarded in the Resident Alien (and other eligible non-citizens) category, a continuing trend from the previous academic year. White students represented the next largest category with 21.84% of total doctoral degrees. This changed from the last year, where Hispanic students represented the second largest category.

Females represented 50.5% of doctoral degree recipients, and males represented 49.5%. For females, this represents an increase of 17 degrees from last year. From AY 2019-2020 to AY 2020-2021, the number of doctoral degrees awarded to Black students stayed the same and decreased by 10 degrees for Hispanic students. Of the 13 Black students who earned doctorates, **[redacted]**. No doctoral degrees for Native Hawaiians/Other Pacific Islander and American Indian/Alaska Native categories in the AY 2020-2021.

In previous years, we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs (a 1% increase per year). However, numbers for Black students stayed the same, and Hispanic students decreased compared to last year. We will continue to pursue strategies in our Action Plan section to increase representation.

There was an increase of 12 doctoral degrees awarded this year compared to last year. Last year's completion of degrees could have been impacted by the beginning of the pandemic in 2020—our efforts to provide additional resources to students assisted with increasing degree completion.
Areas for Improvement & Action Plan- Graduate Education
The University Graduate School (UGS) at FIU primarily manages theses, dissertation guidelines, policies, and some funding and programming for research degrees. As such, these are areas we impact. In previous years we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs, specifically STEM.

Goals

- **Master’s Degrees:** UGS will work closely with Enrollment Management and their recruitment team to sponsor events and visitations at regional and state colleges and universities to showcase FIU’s graduate programs.
- **Doctoral Degrees:** To increase the proportion of research doctorates awarded to Black students by 1% each year so that by AY 2023-2024, Black students will represent 9% of research doctorates awarded. To increase the proportion of research doctorates awarded to Hispanic students by 1% each year so that by AY 2023-2024, Hispanic students will represent 22% of research doctorates awarded.
  - UGS will continue to pursue our strategies to increase representation. This includes programming, fellowships, tuition waivers, and other contributions to academic programs for direct student funding and recruitment. To achieve the established goals, UGS continues to focus on attracting a diverse pool of highly qualified applicants with the following initiatives and actions:
    - Requiring that part of the UGS recruitment funding allocated to the doctoral programs be targeted to recruit underrepresented minority students.
    - Funding Inclusion Fellowships to encourage promising students from underrepresented minorities or people with disabilities to pursue a Ph.D. Four fellowships were awarded in AY 2020-2021.
    - Specific recruitment at HBCUs for our federally sponsored training grants (NSF CREST, NIGMS T32, NSF FLGLSAMP BD).
    - Engagement with state and national programs to encourage the participation of underrepresented minority students in graduate education:
      - The Ronald E. McNair program is a Federal TRiO program designed to prepare students from low-income, first-generation, and traditionally under-represented groups for doctoral studies.
      - The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM).
- The National Name Exchange (NNE) is a consortium of fifty-five nationally known universities that collect and exchange the names of talented underrepresented ethnic minority undergraduate students to identify a pool of qualified students who could be recruited to the graduate programs.
- The McKnight Fellows, Black, and Hispanic doctoral students receive a $12k stipend from the Florida Education Fund (FEF) and a $12,000 enhancement and medical insurance supplement from UGS.
- NSF FLAGEP, an alliance of Florida institutions (FIU, USF, FAMU, FMU, BC), supports women of color in the late stages of their doctoral degrees for retention and progression in academia.
- Through UGS, FIU created a new institutional chapter of the Bouchet Graduate Honor Society (BGHS) based at Yale University. This initiative develops a network of scholars devoted to promoting leadership, diversity, and excellence in doctoral education and the professoriate. Becoming an institutional partner reflects FIU’s accomplishments in producing and preparing Ph.D. recipients from underrepresented groups for faculty positions in the academy and will aid in the retention of these students.

**DEI Institutional Goals for Graduate Education**

With the establishment of the Division of DEI, institutional goals were established that would work towards fostering a culture of belonging and eliminating disparities within the FIU community among underrepresented groups have been identified. One of the campus-wide DEI goals was established to focus on representation to recruit, retain, and develop a diverse community at FIU with tactics and strategies targeting underrepresented graduate students.

The university is researching and identifying barriers that impact the recruitment, retention, and graduation of historically underrepresented minorities – initially, with a focus on graduate students toward increasing the production of doctoral to the professoriate. Toward their retention, the focus has been on these areas:

- advising (academic, financial, and mental health)
- interaction with faculty and administrators
- and curriculum.
**Anticipated Outcomes**

- Identify barriers that impact recruitment, admissions, and retention of doctoral students.
- Create an action plan to remedy and remove identified barriers to increased enrollment of underrepresented minority graduate and professional student body.
- Report to leadership by Fall 2022 identifying recommendations for restructuring efforts to remove barriers noted effectively.

**Tactics**

- Create platforms to conduct and engage in student listening sessions in Fall 2021.
- Conduct listening sessions with Graduate Program Directors to understand their roles and challenges in recruiting and supporting graduate students and their retention in Fall 2021.
- Create ‘belonging’ climate surveys and report findings and recommendations by Fall 2022.
- Conduct qualitative and quantitative analysis of our current recruitment, enrollment, retention practices, and processes by Fall 2022.
- Create a cohort model for underrepresented minority doctoral students by Fall 2023.

<table>
<thead>
<tr>
<th>Table 8. First Professional Degrees Awarded, Previous AY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2020-2021</strong></td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>NRA</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Category % of Total</td>
</tr>
<tr>
<td>11%</td>
</tr>
</tbody>
</table>

| AY 2015-2016                                            |
| Male                                                     |
| NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
| 11  | 13 | 51    | 63 |   |        |   |       |     | 147   |
| Female| 19 | 23    | 74| 59|        |   |       |     | 186   |
| Total | 30 | 36    |125|122|        |   |       |     | 333   |
| Category % of Total                                     |
| 9%  | 11%| 38%   | 37%|   |        |   |       |     | 100%  |

*Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.*
First Professional Degrees represents degrees awarded through the College of Law (JD), the Herbert Wertheim of College of Medicine (MD), and the Nicole Wertheim College Nursing and Health Sciences (DNP, DPT, DAT). The number of degrees awarded in this category for AY 2020-2021 was 397, an increase of 32 (8.76%) degrees over AY 2019-2020.

There was an increase in total degrees awarded to Resident Alien students between AY 2019-2020 and AY 2020-2021, from two degrees to six. Female students received 62.22% of these degrees, and males received 37.78%. Hispanic students were the largest group (45.08%) of degree recipients. White students represented the second largest group, with 29.72% of degree recipients. Asian students represented 9.82%, and Black students represented 10.83%, an increase for both these categories compared to the previous year. One degree was awarded to the American Indian/Alaska Natives group and the Native Hawaiians/Other Pacific Islander groups.
B. **STUDENT SERVICES**

1. **Academic Advising**

FIU students have equal access to utilize academic advising services. The university is particularly committed to providing equitable advising services to undergraduate students. Our advising department employs a diverse staff of over 125 professional academic advisors who can serve as guides and mentors for the university’s diverse student population. All undergraduate students have access to an online advising platform (the Panther Success Network) that enables them to connect with an advisor and make advising appointments. Each student is assigned to a professional academic advisor from their academic department who guides their progress toward earning a degree. Graduate students are assigned to and work with faculty members from their respective disciplines. All students also have access to an online degree audit and other advising tools that provide information on degree requirements and track their progress toward completing their degree. Students and the university community can go to [advising.fiu.edu](http://advising.fiu.edu) to find more information about academic advising services.

**Advising Services**

During Spring 2020, the university and other institutions faced an unprecedented challenge related to the outbreak of the COVID-19 virus. All courses and services were moved to a remote/virtual format, including all advising appointments. Fortunately, the Panther Success Network advising system was already equipped to handle online/virtual appointments (since they also advise students enrolled in fully online programs), so the transition occurred quickly and relatively seamlessly.

The university resumed normal, in-person operations in the Summer of 2021; however, students benefited from the flexibility of online advising appointments, so students now have the option of choosing in-person or online advising appointments. In survey responses, students have indicated that they appreciate this flexibility.

From January 1, 2021, to December 31, 2021, there were 83,120 unique undergraduate advising appointments across all schools and colleges. This included 71,842 scheduled appointments and 11,278 drop-in appointments. Fall 2020 – Fall 2021 re-enrollment data indicates that students who attended an advising session during the academic year had overall higher retention/graduation rates than those who did not participate in advising. The tables below provide data on retention rates broken down by race and ethnicity.
Table 9. Undergraduate Students Retained from Fall 2020 to Fall 2021 Who Attended Advising Appointment(s) in 2020-2021 AY

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Retained/Graduated in Fall 2021</th>
<th>Not Enrolled in Fall 2021</th>
<th>Retained/Graduated in Fall 2021</th>
<th>Not Enrolled in Fall 2021</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>89.88%</td>
<td>10.12%</td>
<td>3,028</td>
<td>341</td>
<td>3,369</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>86.21%</td>
<td>13.79%</td>
<td>25</td>
<td></td>
<td>118</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>91.49%</td>
<td>8.51%</td>
<td>849</td>
<td>79</td>
<td>928</td>
</tr>
<tr>
<td>Hispanic</td>
<td>92.40%</td>
<td>7.60%</td>
<td>15,869</td>
<td>1,306</td>
<td>17,175</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>94.34%</td>
<td>5.66%</td>
<td>1,383</td>
<td>83</td>
<td>1,466</td>
</tr>
<tr>
<td>Not Reported</td>
<td>88.24%</td>
<td>11.76%</td>
<td>105</td>
<td></td>
<td>119</td>
</tr>
<tr>
<td>White</td>
<td>89.85%</td>
<td>10.15%</td>
<td>1,894</td>
<td>214</td>
<td>2,108</td>
</tr>
<tr>
<td>Grand Total</td>
<td>91.90%</td>
<td>8.10%</td>
<td>23,153</td>
<td>2,041</td>
<td>25,194</td>
</tr>
</tbody>
</table>

Table 10. Undergraduate Students Retained from Fall 2020 to Fall 2021 Who Did Not Attend Advising Appointment(s) in 2020-2021 AY

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Retained/Graduated in Fall 2021</th>
<th>Not Enrolled in Fall 2021</th>
<th>Retained/Graduated in Fall 2021</th>
<th>Not Enrolled in Fall 2021</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>78.94%</td>
<td>21.06%</td>
<td>1,387</td>
<td>370</td>
<td>1,757</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>71.88%</td>
<td>28.13%</td>
<td>23</td>
<td></td>
<td>118</td>
</tr>
<tr>
<td>Asian Or Pacific Islander</td>
<td>85.85%</td>
<td>14.15%</td>
<td>455</td>
<td>75</td>
<td>530</td>
</tr>
<tr>
<td>Hispanic</td>
<td>84.52%</td>
<td>15.48%</td>
<td>9,093</td>
<td>1,665</td>
<td>10,758</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>92.06%</td>
<td>7.94%</td>
<td>1,264</td>
<td>109</td>
<td>1,373</td>
</tr>
<tr>
<td>Not Reported</td>
<td>75.00%</td>
<td>25.00%</td>
<td>54</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>White</td>
<td>78.70%</td>
<td>21.30%</td>
<td>1,197</td>
<td>324</td>
<td>1,521</td>
</tr>
<tr>
<td>Grand Total</td>
<td>83.98%</td>
<td>16.02%</td>
<td>13,473</td>
<td>2,570</td>
<td>16,043</td>
</tr>
</tbody>
</table>

In addition to meetings and communications with current FIU students, the academic advisors also successfully conducted orientation advising sessions for thousands of new first-year students and transfer students who first enrolled at FIU in the Summer, Fall, and Spring of the 2021-2022 academic year. (4,916 freshmen and 9,841 transfer students). FIU students who enrolled for the 2021-2022 Academic year come from various backgrounds: 4% Asian; 14% Black; 65% Hispanic; 12% White.
Incoming students must complete the Virtual Orientation (VO), then register for the in-person orientation session. During the in-person orientation, students are provided information in a general session about academic and student affairs, student financials, student conduct, and academic integrity. Afterward, students are divided into smaller groups based on major after the general sessions. Each group receives an advising presentation specific to their program, followed by individual meetings with an academic advisor to discuss degree requirements and course selection in more detail.

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

During the 2020-2021 academic year, the academic advising community actively participated in several outreach campaigns designed to support student success and assist students with making positive progress toward their degrees. These included advising appointment campaigns to the 2020 FTIC students (September-November and February-May) to encourage Spring and Summer/Fall enrollment and advising appointment campaigns to students approaching 90 credit hours to assist in mapping out the final semesters to graduation.

Beginning Summer 2019, the university implemented a cohort tracking project. Each semester, the colleges are provided an updated analysis of their FTIC students, focusing on those students who are approaching or completing their fourth year. Each student’s progress was tracked through indicators such as credits earned and in progress, GPA, remaining courses needed and their availability, future enrollment, financial concern, etc. Throughout the year, the advisors were asked to review each student in the 2016 FTIC cohort and indicate whether they were “on track” for four-year graduation. They worked with the students if/when any actions were needed to keep them on track for on-time graduation. Centrally, we supported the advisor’s efforts in advocating for the students and removing barriers to their success. This project has led to more targeted outreach and intervention and has ultimately contributed to an increase in four-year graduation. Beginning in Summer 2021, the project shifted focus to the 2018 FTIC cohort. In 2021, the cohort tracking process was expanded to include the Florida AA transfers as part of the review, and advisors indicated whether they were “on track” for two-year graduation.

The Student Success Advocate and two Student Success Specialists continue to assist with supporting the colleges in their student success efforts. The Student Success Advocate identifies targeted populations of students for retention and/or graduation-related outreach. The Student Success Specialists reach out to the students, document any barriers the students are facing, and work closely with the Student Success Advocate to resolve pending barriers to success. Centrally we collaborate with the colleges and advisors on their findings.
Academic Advisor Professional Development
FIU is committed to training and developing our academic advisors so that they can provide the best service to each student they encounter. Every advisor receives initial training from the central advising unit (now housed in the Division of Academic and Student Affairs). The initial onboarding training includes an introduction to academic policies and procedures, the role of an academic advisor, training on how to use the technology tools utilized during advising sessions, as well as an overview of the different schools and colleges at the university. Beyond new advisor onboarding, academic advisors are expected to engage and participate in professional development throughout the year. Some training for academic advisors during the 2020-2021 year included Safe Zone, Green Zone, Who Are Our Students, Disability Resources, and various brown bag lunches (veterans, LGBTQA, gender pronouns, students in recovery, etc.).

Additionally, the College of Arts, Sciences, and Education (the largest college) began a 4-part learning series offered by the Division of DEI for their academic advisors to understand better our diverse student population and their needs. The series is structured as follows: Part I: Level Setting, a Mindset of Diversity, Equity & Inclusion; Part 2: Understanding our biases and the diversity of our FIU students; Part 3: LGBTQIA+ Inclusion & Mental Health Matters; Part 4: Understanding Dis/Abilities & Accessibility. This series will be hosted centrally for all academic advisors during the next academic year.

All academic advisors meet once a semester to discuss internal updates. In the Fall, there is a half-day Advisors’ Forum, and in the Spring, a full-day Advisors’ Conference. At the conference, there is a keynote speaker in the morning and breakout sessions in the afternoon, led by advisors and other university staff. Advisors from the local state colleges are invited to attend and present at the conference. Due to ongoing issues with the pandemic, the conference was conducted virtually, so advisors from several other state universities were also invited to participate.

A new advisor professional development program, Advisor DRIVE (Directed Reflection, Intention, Vision, and Excellence), is being created and will include workshops, speakers, and a mentorship component with university leaders. This program will be geared toward advisors interested in growing within the field of Academic Advising and Higher Education at FIU.

Self-Assessment: Excellence in Academic Advising
In Spring 2020, an academic advising survey was sent electronically to all active undergraduates. The academic advising surveys were designed to elicit feedback from key student stakeholders. They were directly related to the key performance indicators
within the nine Conditions of Excellence in Academic Advising. The Academic Advising team received 2,151 responses from students. FIU’s Office of Analysis and Information Management (AIM) division conducted an in-depth qualitative results analysis of the student survey. Results were shared at the Fall Advisors’ Forum, and individual college reports were shared with the advising leads in each college.

**Advising Organizational Structure and Personnel**

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

As part of the decentralized advising system, FIU relies on over 125 professional academic advisors who report directly to academic administrators who oversee the advising initiatives for each of the respective academic colleges/schools. Those academic administrators participate in a university-wide policy group called the Council for Undergraduate Academic Advising that meets monthly to discuss academic policies and procedures. They also participate in an ad hoc group of “advising leads” who meet regularly with the central administration to discuss issues and concerns related to academic advising. Through these efforts, the university ensures that students in each academic unit receive comparable advising support and that academic policies are applied equitably across academic units.
2. Admission to Academic Programs

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

Golden Promise
FIU implemented the Golden Promise in 2018, a commitment to entering FTIC with an Expected Family Contribution of $0. The university will meet 100% of its tuition and fees with grants and scholarship aid. This program helps reduce the loans these students will have to secure (if any). Students with the Golden Promise can stack this award with funds from Raise.Me or Florida Bright Futures, therefore, meeting books and supplies needs as well. Approximately 1/3 of the incoming first-year class receives the Golden Promise.

Outreach and Partnerships

Strive/I’m First
FIU is a partner with Strive for College, and I’m First! Strive connects students having financial needs with free, one-to-one mentoring to help them navigate the college and financial aid application process. Students in college can be matched with a mentor for support to help them graduate and prepare for career opportunities. The Strive program is entirely virtual, with mentors and students connecting through their online platform. FIU incorporates the I’m First resources into First Generation Student Day and is represented in the Partner book of colleges and on the website.

Title I School Recruitment
Title I Schools provide students in economically disadvantaged districts and neighborhoods with the technology, supplies, educational support, and activities that enhance student achievement. Title I school districts has a disproportionally large population of students who receive free or reduced-price lunches. According to the US Department of Education, the Title I program serves more than 26 million students; high school students comprise 19%.

FIU engages in a proactive communication plan that targets students from Title I schools. This plan includes email campaigns concerning scholarship programs such as The Dream.US, Hispanic Scholars Fund, and university initiatives. As an integral part
of this effort, FIU hosts application workshops and FAFSA nights at Title I schools in Florida counties.

Improvement Goal 2021-2022: Develop a faculty engagement program for high school students in 9th grade to ensure that students who are enrolled in Career Academies or other Vo-Tech programs understand their options for careers moving through high school and college.

Virtual Recruitment Initiatives
FIU engages our regional community through application workshops, high school visits, college fairs, and financial aid presentations. These events are free and open to the public. We rely on high schools, districts, and community-based organizations to host these events. We participate in nearly 500 events each year. Table 1 includes a sample of events in which FIU participates.

### Figure 2: Sample of virtual events

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Event Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakthrough Miami Panel</td>
<td>Virtual Panel</td>
</tr>
<tr>
<td>TRIO College Fair</td>
<td>Virtual College Fair</td>
</tr>
<tr>
<td>Middleton HS Tampa</td>
<td>Virtual HS Visit</td>
</tr>
<tr>
<td>Apopka HS Orlando</td>
<td>Virtual HS Visit</td>
</tr>
<tr>
<td>HSI/HBCU NACAC Fair</td>
<td>Virtual College Fair (Transfer)</td>
</tr>
<tr>
<td>Miami Norland HS Visit</td>
<td>Virtual HS Visit</td>
</tr>
<tr>
<td>Alonzo Tracy Mourning HS Visit</td>
<td>Virtual HS Visit</td>
</tr>
<tr>
<td>LGBTQ Virtual Information Session</td>
<td>FIU Hosted a student panel</td>
</tr>
</tbody>
</table>

Community-Based Organization Outreach

**Breakthrough Miami**
Through their unique “students-teaching-students” model, Breakthrough Miami supports 5th through 12th graders who are traditionally underrepresented in university populations. This program currently serves 1,300 students at six community campus locations (Carrollton School of the Sacred Heart, Gulliver Schools, Miami Country Day School, Palmer Trinity, Ransom Everglades, and the University of Miami).

This program admits students via a competitive application and interview process. We identify students who are academically motivated and meet at least two of the following five risk factors associated with failure to enter/complete college:
- Ethnic/racial minorities (96% of our students)
- Family income qualifies for free/reduced lunch (85%)
- First generation in their families to attend college in the U.S. (48%)
• Single-parent household (47%)
• Primary language other than English (50%)

Since 2019, FIU has continued to work with Breakthrough Miami to facilitate College Bootcamp, College Tour, Sessions with College Admissions Officers, and Financial Aid sessions. Through CARTA’s Miami Beach Urban Studios, FIU sponsors the art and design summer camp for low-income high school students interested in art, design, and entrepreneurship.

**Infinite Scholars**

The Infinite Scholars program is a non-profit organization founded by Thomas Ousley, a former teacher in Missouri. Ousley founded the program to ensure that financially disadvantaged students could receive the funding needed to attend college and succeed. FIU is one of 450 partner institutions that support the Infinite Scholars program. More than 80% of participants of this program go on to college.

**TRIO Programs**

The Federal TRIO Programs (TRIO) identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs that serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects. FIU participates in many of the TRIO program’s initiatives, including application workshops, FAFSA programs, and hosting the students on campus for “Panther for a Day” type events. In this timeframe, the FIU Office of Admissions went to PBSC Lake Worth to participate in three days of college planning events.

**Upward Bound**

The Upward Bound program supports participants as they prepare for standardized tests and complete college applications. Students in the program are from low-income families who are the first in their families to go to college. Upward Bound participation increases the likelihood of participants going to college and enhances their college completion rates by providing additional support and success strategies such as mentorships, counseling, and enrichment activities. The FIU Office of Admissions provides campus tours, information sessions, and college planning workshops via Upward Bound on both the BBC and MMC locations.

**Other Efforts**

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

The office also supports the community by engaging with students at events such as the Honey Shine, Inc. Hats Off Luncheon. Enrollment Management and Services, in partnership with the Office of Admissions, also hosts Miami-Dade County Public Schools Counselors at the FIU MLK Annual Breakfast. The school counselors in attendance feel like it allows them better to understand the faculty, staff, and students. It also helps them to understand FIU’s commitment to diversity. School counselors know that FIU doesn’t solely use “access” as a mission statement but lives “in access” by providing opportunities to a variety of students regardless of their race or ethnicity.

FIU Office of Admission staff members have presented participation and presentations regarding diversity, equity, and access at the following professional organization national conferences: National Association for College Admission Counseling’s Guiding the Way to Inclusion; College Board’s A Dream Deferred. The office also participates in the “Black Professionals Summit” graduate program, which assists in educating Black and African American professionals about the benefits of post-baccalaureate education.
3. **Counseling and Student Health Services**

**Student Health and Wellness Services**
The Student Health Fee funds several student support departments across two separate divisions. The Division of Academic & Student Affairs – via Student Health & Wellness (SHW) oversees Counseling and Psychological Services (CAPS), Victim Empowerment Program (VEP), and Health Promotion Services (HPS), among others. CAPS, VEP, and HPS provide mental health and health education/promotion services. The Student Clinics, managed by the FIU Health Care Network (HCN), provide students with primary medical care. All registered students who pay the student health fee for the corresponding semester have access to services offered by relevant health fee-funded departments. SHW and HCN help students lead healthier and more fulfilling lives through these collaborative programs and services. Students find information about these programs at [shw.fiu.edu](http://shw.fiu.edu).

*Note: The university does not have a central electronic medical record system. Therefore, the data presented in this report was pulled from multiple sources – PyraMED for HPS and Student Clinics, Titanium for CAPS, and VEP.*

**Student Health and Wellness Overview**
Student Health and Wellness (SHW), housed within the Division of Academic and Student Affairs, helps students succeed personally and academically. Recognizing each student is an individual with different needs, SHW programs and services emphasize the nine dimensions of wellness, educating students about building their toolbox of skills they can use to enhance their overall wellbeing.

Dimensions of wellness:
1. Cultural
2. Emotional
3. Environmental
4. Financial
5. Intellectual
6. Occupational
7. Physical
8. Social
9. Spiritual

<table>
<thead>
<tr>
<th>Table 11. Gender of Students by SHW Service AY 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

92
Both HLP and CAPS/VEP had similar utilization by gender for academic year 2020-2021, with 71-72% females and 28-29% males accessing services. Less than 1% of students accessing services identified as other.

### Table 12. Age of Students by SHW Service AY 2020-2021

<table>
<thead>
<tr>
<th>Age</th>
<th>Healthy Living Program</th>
<th></th>
<th>CAPS/VEP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent</td>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td>Under 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-25</td>
<td>769</td>
<td>72.1%</td>
<td></td>
<td>1774</td>
</tr>
<tr>
<td>26-35</td>
<td>240</td>
<td>22.5%</td>
<td></td>
<td>762</td>
</tr>
<tr>
<td>Over 35</td>
<td>57</td>
<td>5.3%</td>
<td></td>
<td>108</td>
</tr>
</tbody>
</table>

### Table 13. Ethnicity of Students by SHW Service AY 2020-2021

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Healthy Living Program</th>
<th></th>
<th>CAPS/VEP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent</td>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>104</td>
<td>9.8%</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>Black</td>
<td>146</td>
<td>13.7%</td>
<td></td>
<td>338</td>
</tr>
<tr>
<td>Hispanic</td>
<td>599</td>
<td>56.1%</td>
<td></td>
<td>1,267</td>
</tr>
<tr>
<td>Not Reported</td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>70</td>
<td>6.6%</td>
<td></td>
<td>283</td>
</tr>
<tr>
<td>White</td>
<td>143</td>
<td>13.4%</td>
<td></td>
<td>238</td>
</tr>
</tbody>
</table>

Note: It is important to note that the university went remote on March 16, 2020, due to the pandemic. All in-person services and programming were converted to the virtual environment (e.g., Zoom, social media) for the remainder of the calendar year. This resulted in a reduction of total student appointments from the prior year.

The following provides a brief overview of key actions taken impacting the student body for FY 2020-2021:

- **HPS**
  - The Healthy Living Program (HLP) – the main programming/outreach arm of Health Promotion Services (HPS) – stepped outside of normal operations to meet the changing demands of our students throughout the pandemic. On-campus and online services on the nine dimensions of wellness were offered in AY 2020-2021. Students' top direct services were massage therapy, in-office aromatherapy, and dietitian/nutrition education. Outreach activities were primarily online during the Fall term but gradually transitioned to in-person by the end of Spring 2021. HLP complementary alternative therapy services such as
sound therapy, massage therapy, and acupuncture continued to be student favorites.

- As part of a National Institutes of Health (NIH) grant in conjunction with the MARC U*STAR program, HLP health educators developed and implemented the “Prepping Panthers for Healthy Living” workshop series. The series featured 14 workshops throughout the Fall and Spring terms addressing various wellness topics, including stress, resilience, and financial wellness.

- HLP continues to monitor the student experience after the provision of services. Below are relevant questions and recommendations from the HLP survey:
  - The provider was welcoming. At HLP, 100% strongly agreed with this statement, up from 95% in 2019-20.
  - The provider valued me as a patient. At HLP, 100% strongly agreed with this statement, up from 93% in 2019-20.
  - I felt comfortable and safe in the building. 99% agreed with this statement, up from 89.19%

- CAPS
  - CAPS quickly adjusted to remote services and continued to add and improve our service options and procedures throughout the year. Despite the adjustment to remote operations, services remained available since the first week the university went remote.
  - CAPS also created multiple student forums and support spaces to help students struggling due to the pandemic (including student caregivers) and those struggling to understand and/or cope with the issues surrounding racial tensions and social justice in our society.
  - We received requests from multiple departments (e.g., Higher Ed program, school counseling program, VMA, Residential Life, FIU Theater) to provide presentations and forums about racial equity, coping strategies for the unique stressors from COVID, and addressing the unique needs of our student veterans.
  - CAPS and the Division of DEI are working in tandem to align policies, procedures, and general workplace culture with racial equity and justice values. This collaboration is yielding an equity and inclusion campus-wide initiative (Brave Spaces) to enhance these values further, with both units engaged in an agreement with Association for university and College Counseling Center Outreach (AUCCCO) consultants. Unfortunately, due to the pandemic, the training and workshops were postponed and took place will take place in Fall 2021.
• VEP
  o VEP clinicians commenced two types of therapeutic psychoeducational groups for victims related to trauma recovery via videoconference during Summer 2020 (10 members), Fall 2020 (17 members), and Spring 2021 (14 members).
  o VEP faced significant personnel changes during the fiscal year 2020-2021

For a more comprehensive list of accomplishments, please refer to the 2020-2021 Student Health & Wellness Annual Report.

Student Clinics Overview
FIU HealthCare Network manages the Student Health Clinic at the Modesto Maidique Campus (MMC) and Biscayne Bay Campus (BBC). The clinic offers the following medical services to all FIU students, supported by the student health fee.
• general medical/primary care
• gynecology
• dermatology
• psychiatry/behavioral health
• lab services
• pharmacy (MMC campus)

Table 14. Gender of Students by Service AY 2020-2021

<table>
<thead>
<tr>
<th>Gender</th>
<th>BBC Clinical Services</th>
<th>MMC Clinical Services</th>
<th>MMC Student COVID Testing</th>
<th>Sports Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent</td>
<td>Amount</td>
<td>Percent</td>
</tr>
<tr>
<td>Female</td>
<td>1240</td>
<td>69.6%</td>
<td>3911</td>
<td>62.1%</td>
</tr>
<tr>
<td>Male</td>
<td>540</td>
<td>30.0%</td>
<td>2387</td>
<td>37.9%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 15. Age of Students by Service AY 2020-2021

<table>
<thead>
<tr>
<th>Age</th>
<th>BBC Clinical Services</th>
<th>MMC Clinical Services</th>
<th>MMC Student COVID Testing</th>
<th>Sports Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent</td>
<td>Amount</td>
<td>Percent</td>
</tr>
<tr>
<td>Under 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-25</td>
<td>1161</td>
<td>65.2%</td>
<td>4546</td>
<td>70.7%</td>
</tr>
<tr>
<td>26-35</td>
<td>493</td>
<td>27.7%</td>
<td>1549</td>
<td>24.6%</td>
</tr>
<tr>
<td>Over 35</td>
<td>126</td>
<td>7.1%</td>
<td>291</td>
<td>4.6%</td>
</tr>
</tbody>
</table>
Table 16. Ethnicity of Students by Service AY 2020-2021

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>BBC Clinical Services</th>
<th>MMC Clinical Services</th>
<th>MMC Student COVID Testing</th>
<th>Sports Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent</td>
<td>Amount</td>
<td>Percent</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>494</td>
<td>8.2%</td>
<td>146</td>
<td>7.8%</td>
</tr>
<tr>
<td>Black</td>
<td>1224</td>
<td>19.4%</td>
<td>346</td>
<td>19.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2870</td>
<td>43.5%</td>
<td>775</td>
<td>45.6%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>27</td>
<td>0.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>386</td>
<td>7.1%</td>
<td>127</td>
<td>6.1%</td>
</tr>
<tr>
<td>White</td>
<td>1295</td>
<td>21.1%</td>
<td>376</td>
<td>20.6%</td>
</tr>
</tbody>
</table>

Note: The university adjusted to online operations on March 16, 2020, due to the pandemic. Due to the clinical setting, walk-ins were no longer allowed, and there was additional time between appointments for sanitation. This resulted in a reduction of total student appointments from the prior year.

The following provides a brief overview of key actions taken impacting the student body for FY 2020-2021:

- Served as a COVID testing site for both students and employees
- After a 5-year financial assessment, closed the Pharmacy
- Due to COVID, walk-in appointments were not permitted for the entire academic year. Before the pandemic, walk-in appointments accounted for 17-19% of all clinic appointments.

Areas of Improvement and Action Plan
For the 2021-2022 year, the following recommendations will be evaluated (parenthetical notes include the current status of each project):

- Evaluate Pharmacy operations (Pharmacy was closed in June 2021)
- Evaluate student health insurance options (Student insurance survey was conducted in Fall 2021. Final report was disseminated in February 2022. Contract with Gallagher Insurance was renewed for the 2022-2023 year.)
- Evaluate student perception of Health Fee services (Survey was conducted in October 2021 and yielded 10,000+ responses. The SHW Marketing team used the results to consolidate accounts and create a strategic plan.)
- Evaluate clinical operations as a management service organization (Hired ACHA consultants in November 2021. Their report recommended that the student clinics reintegrate into Student Affairs. That transition will take effect July 1, 2022.)
4. **Club and Intramural Athletics**

The FIU Intramural Sports program (IM), through the commitment of the Division of Student Affairs Department of Recreation Services, fosters student development in important life skills such as leadership, competitiveness, teamwork, and sportsmanship. In support of the mission of the university and the Division of Student Affairs, Recreation Services promotes active, healthy lifestyles for FIU’s vibrant and diverse community through quality participation opportunities, educational experiences, and support services. Through intramurals, students of all backgrounds are encouraged to practice a balanced lifestyle while developing habits that positively impact their physical health and fitness. Students can find more information about the intramural sports program on the [Wellness and Recreation Center webpage](#).

**Club and Intramural Athletics Services**

Due to the unprecedented challenges brought on by COVID-19, in March, all courses and services were moved to a remote/virtual format to comply with Executive Orders designed to keep the community safe and help reduce the spread of the virus.

From an IM perspective, this change drastically impacted our programming schedule to ensure we could safely offer programming. All programming for Intramurals between March 2020 to October 2020 was virtual, and all Sport Club activities were canceled during this time. In Fall 2020, we received approval to return to modified in-person programming. Spring 2021 was a gradual return to pre-pandemic programming. Despite these barriers, efforts to increase students who identify as female were implemented in both virtual and in-person programming during the 2020-2021 academic year. IM implemented specific marketing to target previous female and co-rec participants to fill open and co-rec leagues.

Due to the unprecedented challenges of COVID-19, all IM sports offerings between Summer 2020 through Fall 2020 were leagues and divisions classified as Open - leagues where the gender composition of teams is not a factor for play. Additionally, IM adjusted our sports offered based on previous feedback from participants in women’s leagues so that the days and times that sports were offered were modified to accommodate more women. For future efforts to continue increasing female participation, there will be benchmarking on Intramural Sports and Sport Clubs programs to develop assessment tools that fall within NIRSA industry standards. Finally, more Open leagues will be offered to reduce barriers to female participation.

The decision to offer all sports as “Open” resulted in substantial cuts to single-gender programming. Drastic decreases were experienced in the number of teams, unique participants, total participants, participations, and the number of active Sport Club

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1 Report on Sex Equity only.
athletes. There was a 100% reduction for Female only leagues and an 81.87% reduction for Male only leagues. Co-Recreational programming experienced a smaller decrease, being reduced by 39.20% from 2019-2020 numbers, but their 228 teams represented 94.21% of the entire team data for 2020-2021. The number of female and male unique participants and male and female total participants dropped from 2019-2020 to 2020-2021 by -83.83% and -86.91%, respectively, due to the reduction of programming with challenges posed by COVID-19. Additionally, even with an overall decrease in the number of sports and leagues offered, 2020-2021 offered more Co-Rec and Open offerings than in 2019-2020, providing both male and female participants the ability to participate in both virtual and in-person programs throughout a severely altered year of programming.

Sports Club activity was drastically reduced. This reduction is shown in the lower number of active club sports athletes (171) compared to 2019-2020 (437). Although the clubs did not change, only 11 clubs could obtain approval for practice during the 2020-2021 academic year. However, despite this decrease, 2020-2021 was the first year where the number of Women’s Sport Clubs participants was larger than Male Sport Club participants (94 and 77 respectively) — experiencing another year of growth of 5.26%.

**Table 17. Intramural Athletics**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Change</td>
<td>Total</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>18.18%</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-8.33%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>209</td>
<td>86.36%</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td></td>
<td>58.33%</td>
<td></td>
</tr>
<tr>
<td>Co-Rec</td>
<td>68</td>
<td>28.10%</td>
<td>375</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.68%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>321</td>
<td>32.64%</td>
<td>611</td>
</tr>
</tbody>
</table>

**Unique IM Participants**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>532</td>
<td>29.49%</td>
<td>658</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.13%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1,272</td>
<td>70.51%</td>
<td>1,507</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.01%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,804</td>
<td>12.89%</td>
<td>2,165</td>
</tr>
</tbody>
</table>

**IM Participants**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>913</td>
<td>29.70%</td>
<td>1,183</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.40%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2,161</td>
<td>70.30%</td>
<td>2,979</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.88%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3,074</td>
<td>15.74%</td>
<td>4,162</td>
</tr>
</tbody>
</table>

**IM Participations**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2,625</td>
<td>27.06%</td>
<td>2,046</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>7,077</td>
<td>152</td>
<td>5,953</td>
</tr>
<tr>
<td></td>
<td>72.94%</td>
<td>35.27%</td>
<td>74.42%</td>
</tr>
<tr>
<td></td>
<td>-17.55%</td>
<td>-38.06%</td>
<td>-20.69%</td>
</tr>
<tr>
<td>Total</td>
<td>9,702</td>
<td>431</td>
<td>7,999</td>
</tr>
<tr>
<td></td>
<td>23.37%</td>
<td>16.17%</td>
<td>-17.55%</td>
</tr>
</tbody>
</table>

**Areas of Improvement and Action Plan**

To increase overall participation in the program, policies, and procedures that can be perceived as barriers to participation will continue to be assessed. This effort will be accomplished through the IM Sports End of Year Participant Feedback Survey and feedback from staff members. Additionally, 2021-2022 reflected a return to complete programming, which was anticipated to provide increased opportunities for an overall increase in participation and team numbers, as well as unique participants. This will be achieved by targeting and including students returning to campus for the first time since the pandemic.
5. **Student Financial Assistance**

The Office of Financial Aid administers student financial aid in accordance with federal and state laws, regulations, and guidelines, as well as institutional policies and procedures. The office is audited annually to ensure federal and state aid programs are appropriately managed and funds are timely disbursed to students. The 2020-2021 Federal Student Financial Aid Audit, the most recent audit, reported no findings for FIU.

FIU’s Golden Promise program, begun in the 2017-2018 Academic Year, guarantees incoming First Time in College Florida Residents with a 0 EFC that 30 credits of tuition and fees would be covered with a combination of Federal, State, and Institutional Scholarships and Grants, continues. Through the 2020-2021 Academic Year, 4,256 students were in the program. Renewal requires a 2.0 GPA and completion of 30 credits each academic year, inclusive of the Summer Term.

![Table 18. 2020-2021 Golden Promise Data](image)

<table>
<thead>
<tr>
<th>Ethnic Code</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>AMIN</td>
<td>80</td>
<td>51</td>
</tr>
<tr>
<td>ASIAN</td>
<td>408</td>
<td>204</td>
</tr>
<tr>
<td>BLACK</td>
<td>2,055</td>
<td>1,228</td>
</tr>
<tr>
<td>CNRETH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HISPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NHISP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PACIF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO MORE</td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td>WHITE</td>
<td>93</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>2,679</td>
<td>1,577</td>
</tr>
</tbody>
</table>

FIU offers a variety of scholarships for admitted students based on academic merit. These are strictly merit-based (GPA and test score). Students can find information about the scholarships mentioned in this report on the [Scholarships webpage](#). Most of these scholarships require that students apply to be considered. A university faculty and staff committee reviews and scores the applicants to determine winners. Below is a summary of each scholarship award in 2021 with award descriptions (including renewals) and a breakdown of awards by ethnicity.

**Presidential Scholarship**
This scholarship covers 100% tuition and fees, plus a book stipend. Eligibility requirements are:
- First time in college, incoming first-year students are admitted before the annual deadline (Nov.1),
- Be a citizen of the United States, a U.S. lawful permanent resident, or an international student to receive an F-1 visa to study in the United States,
- 4.0 GPA (weighted), 1320 SAT Score or 30 ACT, and
- Completed application required

Table 19. 2021 Presidential Scholarships by Race/Ethnicity

<table>
<thead>
<tr>
<th>Term Description</th>
<th>Ethnicity</th>
<th>Admit Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FTIC</td>
</tr>
<tr>
<td>Fall Term 2020</td>
<td>Hispanic/Latino</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td></td>
</tr>
<tr>
<td>Fall Term 2020 Total</td>
<td>Hispanic/Latino</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td></td>
</tr>
<tr>
<td>Spring Term 2021 Total</td>
<td>Hispanic/Latino</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td></td>
</tr>
<tr>
<td>Summer Term 2021 Total</td>
<td>Hispanic/Latino</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

Ambassador Scholarship
This scholarship covers 75% tuition and fees, plus a book stipend. Eligibility requirements are:
- First time in college, incoming first-year students admitted before the annual deadline (Nov.1)
- Be a citizen of the United States, a U.S. lawful permanent resident, or an international student to receive the F-1 visa to study in the United States,
- 4.0 GPA (weighted),
- 1280 SAT Score or 27 ACT, and
- Completed application required

**Table 20. Ambassador Scholarships by Race/Ethnicity**

<table>
<thead>
<tr>
<th>Term Description</th>
<th>Ethnicity</th>
<th>FTIC</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term 2020</td>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>111</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Term 2020 Total</td>
<td></td>
<td>158</td>
<td>158</td>
</tr>
<tr>
<td>Spring Term 2021</td>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Term 2021 Total</td>
<td></td>
<td>139</td>
<td>139</td>
</tr>
<tr>
<td>Summer Term 2021</td>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Term 2021 Total</td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>162</td>
<td>162</td>
</tr>
</tbody>
</table>

**Transfer Academic Achievement Scholarship**

This scholarship covers 50% tuition and fees, plus a book stipend. Eligibility requirements are:

- Transfer students admitted before the annual deadline (March 1),
- A citizen of the United States, a U.S. lawful permanent resident, or an international student to receive an F-1 visa to study in the United States,
- 3.8 Transfer GPA,
- An AA Degree, and
- Completed application required
<table>
<thead>
<tr>
<th>Term Description</th>
<th>Ethnicity</th>
<th>Transfer</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term 2020</td>
<td>Hispanic/Latino</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black Or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Term 2020 Total</td>
<td></td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>Spring Term 2021</td>
<td>Hispanic/Latino</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black Or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Term 2021 Total</td>
<td></td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Summer Term 2021</td>
<td>Hispanic/Latino</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black Or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Term 2021 Total</td>
<td></td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>101</td>
<td>101</td>
</tr>
</tbody>
</table>

**Gold and Blue Scholarship**

Award amounts vary between $1,000-$3,000 a year. Eligibility requirements are:

- Be a citizen of the United States, a U.S. lawful permanent resident, or an international student to receive an F-1 visa to study in the United States,
- Academic Index Level 1 or 2. Gold and Blue scholarships are offered based on academic index level and funding availability.
- Students must be admitted, and
- No scholarship application is required.
### Table 22. Gold and Blue Scholarships by Race/Ethnicity

<table>
<thead>
<tr>
<th>Term Description</th>
<th>Ethnicity</th>
<th>2021 Gold &amp; Blue Distinct Award Count</th>
<th>Admit Category</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American Indian or Alaska Native</td>
<td>FTIC: 147</td>
<td>Transfer: 24</td>
<td>Grand Total: 171</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>FTIC: 147</td>
<td>Transfer: 24</td>
<td>Grand Total: 171</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>FTIC: 167</td>
<td>Transfer: 83</td>
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</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
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<td>Transfer: 731</td>
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</tr>
<tr>
<td></td>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>FTIC: 283</td>
<td>Transfer: 111</td>
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</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td>FTIC: 62</td>
<td>Transfer: 14</td>
<td>Grand Total: 76</td>
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</tr>
<tr>
<td></td>
<td>White</td>
<td>FTIC: 256</td>
<td>Transfer: 85</td>
<td>Grand Total: 341</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td>FTIC: 56</td>
<td>Transfer: 9</td>
<td>Grand Total: 65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td>FTIC: 25</td>
<td></td>
<td>Grand Total: 23</td>
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<td></td>
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<tr>
<td><strong>Fall Term 2020 Total</strong></td>
<td></td>
<td>FTIC: 3,615</td>
<td>Transfer: 986</td>
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<tr>
<td></td>
<td>American Indian or Alaska Native</td>
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<td>Grand Total: 156</td>
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</tr>
<tr>
<td></td>
<td>Asian</td>
<td>FTIC: 146</td>
<td>Transfer: 71</td>
<td>Grand Total: 217</td>
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<tr>
<td></td>
<td>Black or African American</td>
<td>FTIC: 2,685</td>
<td>Transfer: 580</td>
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<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>FTIC: 256</td>
<td>Transfer: 85</td>
<td>Grand Total: 341</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>FTIC: 56</td>
<td>Transfer: 9</td>
<td>Grand Total: 65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td>FTIC: 256</td>
<td>Transfer: 85</td>
<td>Grand Total: 341</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>FTIC: 256</td>
<td>Transfer: 85</td>
<td>Grand Total: 341</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td>FTIC: 56</td>
<td>Transfer: 9</td>
<td>Grand Total: 65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td>FTIC: 25</td>
<td></td>
<td>Grand Total: 23</td>
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</tr>
<tr>
<td><strong>Spring Term 2021 Total</strong></td>
<td></td>
<td>FTIC: 3,293</td>
<td>Transfer: 780</td>
<td>Grand Total: 4,073</td>
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<tr>
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<td>American Indian or Alaska Native</td>
<td>FTIC: 114</td>
<td>Transfer: 10</td>
<td>Grand Total: 124</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>FTIC: 124</td>
<td>Transfer: 34</td>
<td>Grand Total: 158</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>FTIC: 2,307</td>
<td>Transfer: 309</td>
<td>Grand Total: 2,616</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>FTIC: 202</td>
<td>Transfer: 46</td>
<td>Grand Total: 248</td>
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</tr>
<tr>
<td></td>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>FTIC: 56</td>
<td>Transfer: 9</td>
<td>Grand Total: 65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Hispanic</td>
<td>FTIC: 202</td>
<td>Transfer: 46</td>
<td>Grand Total: 248</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>FTIC: 202</td>
<td>Transfer: 46</td>
<td>Grand Total: 248</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td>FTIC: 56</td>
<td>Transfer: 9</td>
<td>Grand Total: 65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td>FTIC: 25</td>
<td></td>
<td>Grand Total: 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Term 2021 Total</strong></td>
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<td>FTIC: 2,809</td>
<td>Transfer: 419</td>
<td>Grand Total: 3,228</td>
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<tr>
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<td>Transfer: 1,136</td>
<td>Grand Total: 4,950</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>FTIC: 114</td>
<td>Transfer: 10</td>
<td>Grand Total: 124</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Black or African American</td>
<td>FTIC: 124</td>
<td>Transfer: 34</td>
<td>Grand Total: 158</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>FTIC: 2,307</td>
<td>Transfer: 309</td>
<td>Grand Total: 2,616</td>
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<tr>
<td></td>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>FTIC: 56</td>
<td>Transfer: 9</td>
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<tr>
<td></td>
<td>Not Hispanic</td>
<td>FTIC: 202</td>
<td>Transfer: 46</td>
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</tr>
<tr>
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<td>Transfer: 46</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td>FTIC: 56</td>
<td>Transfer: 9</td>
<td>Grand Total: 65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td>FTIC: 25</td>
<td></td>
<td>Grand Total: 23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**National Merit Scholarship**

This scholarship covers 100% tuition and fees, room and board, and a book stipend. This is the largest scholarship FIU offers. The State of Florida Benaquisto Program funds in-state students, and out-of-state students are funded by FIU.

Eligibility requirements are:

- Incoming first time in college student,
- Be a citizen of the United States or a U.S. lawful permanent resident,
- 4.0 GPA (weighted),
• 1320 SAT Score or 30 ACT,
• Must be named a FINALIST by the National Merit Scholarship Corporation and name FIU as their choice school, and
• Completed application required.

<table>
<thead>
<tr>
<th>Table 23. National Merit by Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021 National Merit Distinct Award Count</td>
</tr>
<tr>
<td>Term Description</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Fall Term 2020</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fall Term 2020 Total</td>
</tr>
<tr>
<td>Spring Term 2021</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Spring Term 2021 Total</td>
</tr>
<tr>
<td>Summer Term 2021</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Summer Term 2021 Total</td>
</tr>
<tr>
<td>Grand Total</td>
</tr>
</tbody>
</table>

College Board Recognition Program Scholarship
This scholarship covers 100% tuition and fees plus a book stipend and meal stipend. This program was previously known as the National Hispanic Recognition Program. It was expanded in late 2021 to the College Board Recognition Program with four designations- African American, Hispanic, Rural, and Indigenous. The new program was implemented at FIU in 2021 for the 2022 incoming class. Eligibility requirements are:

• Incoming first-time college students,
• Be a citizen of the United States or a U.S. lawful permanent resident,
• 4.0 GPA (weighted),
• 1320 SAT Score, or 30 ACT
• Must be recognized under one of the College Board Recognition Programs.
• Completed application required.
Table 24. College Board Recognition Program by Race/Ethnicity

<table>
<thead>
<tr>
<th>Term Description</th>
<th>Ethnicity</th>
<th>Admit Category</th>
<th>FTIC</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term 2020</td>
<td>Hispanic/Latino</td>
<td></td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Fall Term 2020 Total</td>
<td></td>
<td></td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Spring Term 2021</td>
<td>Hispanic/Latino</td>
<td></td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Spring Term 2021 Total</td>
<td></td>
<td></td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Summer Term 2021</td>
<td>Hispanic/Latino</td>
<td></td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Summer Term 2021 Total</td>
<td></td>
<td></td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td>43</td>
<td>43</td>
</tr>
</tbody>
</table>

RaiseMe Micro Scholarships
FIU is entering its sixth year as a partner with RaiseMe Micro Scholarships. These awards enable students to earn small amounts of scholarship money throughout their high school career by doing things that prepare them for college. This social enterprise focuses on expanding access to affordable education by demonstrating that finances should not be a barrier to achieving dreams.

More than 1/3 of each FTIC class comes to FIU with some micro-scholarship funding, and FIU added the transfer platform in 2018. Students who participate in Connect4Success can earn up to $1000 while earning their AA degree at a partner state college. These students are encouraged to stay on track and take the required prerequisites for their major.

Many Admission Coordinators will supplement high school visits and college fairs with Raise.Me workshops to get in front of high school students in the 9th and 10th grades. This will allow the admissions professional to meet early on with students to discuss the benefits of an FIU education and provide important information about access and finances to students who may not have early engagement with college preparatory resources.

Students may earn up to 2,500 a year for four years, based on their individual earnings. Students must apply on Raise.Me site.
Eligibility requirements are:
- Graduating high school senior entering FIU in Early Fall/Fall,
- Be a citizen of the U.S., or a U.S. lawful permanent resident, FL or DC resident,
- 3.2 GPA,
- Apply to FIU by November 1,
- Be admitted to FIU, and
- A completed Raise.Me profile by the annual deadline.
- Follow FIU on Raise.Me.
### Table 25. Raise.Me Distinct Award by Race/Ethnicity

<table>
<thead>
<tr>
<th>Term Description</th>
<th>Ethnicity</th>
<th>FTIC</th>
<th>Transfer</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term 2020</strong></td>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td>927</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td></td>
<td></td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term 2020 Total</strong></td>
<td></td>
<td>1,104</td>
<td>15</td>
<td>1,119</td>
</tr>
<tr>
<td></td>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
<td></td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td>812</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td></td>
<td></td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Term 2021 Total</strong></td>
<td></td>
<td>973</td>
<td>10</td>
<td>983</td>
</tr>
<tr>
<td></td>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td></td>
<td></td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td>977</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Two or More</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chose Not to Respond Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Term 2021 Total</strong></td>
<td></td>
<td>1,165</td>
<td>10</td>
<td>1,175</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td>1,528</td>
<td>18</td>
<td>1,546</td>
</tr>
</tbody>
</table>

### Areas of Improvement and Action Plan

Across the majority of funding sources, aid distribution by ethnicity and gender is representative of the student population. However, Black or African American students represent only 9.5% of scholarship recipients, when they make up 12.5% of the student body.

Our Gold and Blue levels I and II scholarships comprise the majority of our institutionally funded scholarship awards. To maximize the impact of these awards on our achievement in terms of success and ranking metrics, we distribute these scholarships based on High School GPA, Demonstrated Financial Need, and Standardized Test Score (in most cases, these are SAT scores). The standardized test score has a very large weight in this strategy. Our current data indicate that fewer of
our Black and African American applicants have standardized test scores that meet our “merit” scholarship criteria than other populations.

We are working to rectify the imbalance through our top 10% pathway, via which we will provide FTIC applicants with access to our summer and fall admission terms with minimal consideration of standardized test scores. Although we will require all applicants to submit SAT or ACT scores, we will provide the top 10% of applicants with admissions decisions and qualify them for merit scholarship awards without considering standardized test scores. We believe that this effort will yield noticeable improvements by the end of the 2022-2023 academic year.

The Office of Scholarships and the Division of Equity and Inclusion work collaboratively to address gaps between our goals for supporting underrepresented groups with scholarship funding and our current state. To date, this collaboration yielded FIU’s inaugural Juneteenth Scholarship Pageant. Under El pagnier Hudson’s leadership, we will engage in partnerships to develop funding levels sufficiently to “move the needle” in our efforts to achieve equity and inclusion goals. We will also continue to review scholarship application processes to remove application barriers.
6. **Housing**

The Department of Housing and Residential Life at FIU offers residential students a vibrant and diverse living and learning experience. Students can find more information about Housing and Residential life at housing.fiu.edu. Its diversity statement is as follows:

> The diversity of our residential community takes many forms. It includes differences related to race, ethnicity, national origin, gender, socioeconomic status, sexual orientation, religion, age, and ability. We believe that any form of discrimination against any individual or group is a threat to the welfare of the entire community. We are guided by the belief that celebrating diversity enriches and empowers the lives of all people. Therefore, everyone who chooses to live in or visit our residential communities must understand that we will not tolerate any form of bigotry, harassment, intimidation, threat, or abuse, whether verbal or written, physical or psychological, direct or implied. Our residential communities are rich, alive, and dynamic environments that are designed to enable all individuals to develop and grow to their full potential. All members of the community are encouraged to live by these principles so that we can foster a successful learning environment.

The department is dedicated to recruiting, hiring, selecting, promoting, and retaining a competent and diverse team that reflects the FIU and Miami community's cultural and personal diversity.

This report contains information regarding housing assignment information, residents, and an overview of departmental diversity initiatives and programs. The population we served and initiatives implemented were curtailed severely during the 2020-2021 year due to COVID-19.

**Housing Assignments Information and Demographics**

Room assignments are made without regard to race, creed, color, sex, religion, national origin, age, disability, veterans’ or marital status, sexual orientation, gender identity, gender expression, or any other protected group. FIU Housing makes the following provisions with regards to room assignments: students are assigned to spaces by gender unless they have selected gender-inclusive housing.

The department works closely with the Disability Resource Center (DRC) on accommodations for students living in on-campus housing. It also partners with the Fostering Panther Pride program to ensure FIU students classified as homeless or from foster homes have a place to live on-campus while completing their studies.
Table 26. Residential Students Demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2020</th>
<th></th>
<th>Spring 2021</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Females</td>
<td>945</td>
<td>55.5%</td>
<td>1177</td>
<td>55.2%</td>
</tr>
<tr>
<td>Males</td>
<td>706</td>
<td>41.4%</td>
<td>883</td>
<td>41.4%</td>
</tr>
<tr>
<td>Non-Binary/Transgender</td>
<td>53</td>
<td>3.1%</td>
<td>73</td>
<td>3.4%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>African American</td>
<td>582</td>
<td>34.2%</td>
<td>667</td>
<td>31.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>52</td>
<td>3.1%</td>
<td>57</td>
<td>2.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>635</td>
<td>37.3%</td>
<td>830</td>
<td>38.9%</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Reported</td>
<td>56</td>
<td>3.3%</td>
<td>96</td>
<td>4.5%</td>
</tr>
<tr>
<td>Other</td>
<td>85</td>
<td>5%</td>
<td>118</td>
<td>5.5%</td>
</tr>
<tr>
<td>White</td>
<td>294</td>
<td>17.3%</td>
<td>365</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
<th>Percent</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-20</td>
<td>1032</td>
<td>60.6%</td>
<td>1228</td>
<td>57.6%</td>
</tr>
<tr>
<td>21-25</td>
<td>635</td>
<td>37.3%</td>
<td>865</td>
<td>40.6%</td>
</tr>
<tr>
<td>26-30</td>
<td>21</td>
<td>1.2%</td>
<td>25</td>
<td>1.2%</td>
</tr>
<tr>
<td>31-over</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 27. Student population with specific housing requirements

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>FALL 2020</th>
<th></th>
<th>SPRING 2021</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COUNT</td>
<td>PERCENT OF POPULATION</td>
<td>COUNT</td>
<td>PERCENT OF POPULATION</td>
</tr>
<tr>
<td>Fostering Panther Pride Students Registered with the DRC</td>
<td>67</td>
<td>4%</td>
<td>59</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>125</td>
<td>7%</td>
<td>141</td>
<td>7%</td>
</tr>
</tbody>
</table>

Housing Diversity Initiatives and Highlights

Initiatives in the 2020-2021 year were limited due to COVID-19. Diversity and Inclusion Committee Events:
- Disability and Disability Employment Awareness discussed increasing access and opportunity as a part of Disability Awareness Month.
• Social Media Campaign around Social Justice Issue- a social topic was presented on social media each month to engage residents, through polls and hashtags.
• Woke Desk Engagement- to provide our residential population with an opportunity to share their ideas and thoughts about a relevant prompt related to a social justice issue.
• Black History month engagement- an opportunity for residents to understand Black history in the categories of Honoring Black History, Black Excellence, Call to Action and Advocacy, Celebration of Black Culture, and Community and Support.
• Vigil for Atlanta and Victims of Anti-Asian Violence- created awareness around violence toward Asian-Americans and allowed students to show support for the Asian American community.

Residential Curriculum
The Department of Housing and Residential Life recognizes diversity’s essential role in fostering a welcoming and inclusive campus. To this end, it intentionally develops communities where all members can integrate key academic, social, and recreational experiences that inform their diverse being.

During the 2020-2021 academic year, FIU Housing and Residential Life continued using a curricular approach across all residential communities. As defined in the learning goals below, diversity and equity were embedded in each goal.

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

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

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

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

**Self-Assessment: Housing Assessment of Diversity Initiatives**

Housing and Residential Life uses the Skyfactor Resident Satisfaction Survey to assess if students have meaningful, diverse interactions while living on campus. The current score for the category of diverse interactions is a mean score of 5.41 compared to 5.29 the previous year. The goal is to have a mean score of 5.5 or above. This is based on the following three (3) survey questions:

- **To what degree has your on-campus housing experience helped you: Interact with residents who are different from you (i.e., race, gender, beliefs).**
  - We achieved a mean score of 5.61 compared to 5.42 in the previous year.
- **To what degree has your on-campus housing experience helped you: Understand other residents by putting yourself in their place.**
  - We achieved a mean score of 5.27 compared to 5.16 in the previous year.
- **To what degree has your on-campus housing experience helped you: Benefit from the interactions with residents who are different from you.**
  - We achieved a mean score of 5.38 compared to 5.30 in the previous year.

The assessment goal for the 2021-2022 report year is to achieve a 5.5 or above for each of these three questions. We will continue to use this action plan to achieve this:

- Prioritizing inclusivity and equity around diversity in our residential curriculum;
- Creating programs and activities to raise awareness around issues of inclusivity and equity;
- A commitment to talking directly with students from marginalized populations about their experiences on campus and in the dorms and using the information to create more inclusive environments; and
- Addressing behaviors around bias, hate, or intolerance promptly.

**Areas of Improvement and Action Plan**

- Create opportunities that allow students to understand other residents’ lived experiences.
- Create an environment that helps students benefit from interactions with other residents who have different lived experiences.
7. **Student Employment**

During this measurement period, the Division of Human Resources Career Ready program focused on three areas of emphasis to enhance the student employment experience at FIU: (1) meaningful professional development for student employees, (2) strategies for student employees unable to perform work remotely, and (3) a performance evaluation tool to provide structured feedback that is more meaningful, and job-related.

The following two tables include the number of student employees at all FIU campuses in the 2020-2021 academic year, based on gender and ethnicity. The totals reflect Student Assistant and Federal Work-Study appointments, with duplicates removed to show the number of individuals employed by FIU on campus.

**Table 28. Total Number of Student Employees by Gender- All FIU Campuses**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1026</td>
<td>1242</td>
</tr>
<tr>
<td>Male</td>
<td>601</td>
<td>834</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1628</td>
<td>2076</td>
</tr>
</tbody>
</table>

**Table 29. Total Number of Student Employees by Ethnicity Group- All FIU Campuses**

<table>
<thead>
<tr>
<th>Ethnicity Group</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>103</td>
<td>132</td>
</tr>
<tr>
<td>Black or African American</td>
<td>316</td>
<td>353</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1036</td>
<td>1340</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unassigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>166</td>
<td>225</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1628</td>
<td>2076</td>
</tr>
</tbody>
</table>

Student employment was negatively affected beginning in March 2020 by the onset of the COVID-19 pandemic, which directly impacted student employment in the measurement period of 2020-2021. Consistent with global workforce trends during that timeframe, the number of student employees declined in 2020; however, it did not completely stop. Almost immediately, students performing work that could be accomplished remotely transitioned, which allowed them to remain employed and
productive. Throughout the remaining months of the measurement period, the number of student employees steadily increased.

Professional Development
Student employee professional development as an intentional effort began in 2020-2021 timeframe. A key first step was establishing the infrastructure necessary to deliver and track professional development. With the collaboration of the Division of IT’s Instructional Technology and Innovation Department, FIU Develop was launched, bringing an official professional development platform. Additionally, a robust dashboard to track professional development university-wide was introduced in March 2021. The timing of this launch enabled, for the first time, a means to follow professional development programs. As a result, between March and December 2021, the following professional development courses were completed by Student Assistants:
- 3,403 total courses
- 4,386 total professional development hours

Strategy for Student Employees who could not adjust to remote work
Many student jobs were not suitable for remote work. With remote work limitations, the Career Ready program resources were redirected to utilize a new approach to student employee development. In collaboration with the Office of Academic and Career Success, a pilot program was developed and launched to provide micro-credentialing for students on Resilience, Initiative, and Fundamentals of Financial Literacy. These professional development opportunities for student workers provided compensated job training time. This structured approach to using otherwise lost work time helped build career skills for student employees whose work had been suspended.

The Talent Acquisition and Management’s Career Ready team collaborated with the Office of Academic and Career Success to launch badges for student workers, which remains a continued benefit of student employment.

Table 30. Number of Student Workers Enrolled in Badge Pilots

<table>
<thead>
<tr>
<th>Badge Name</th>
<th>Number Enrolled</th>
<th>Number Logged In</th>
<th>Number Active (logged in for 5 hours or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td>353</td>
<td>198</td>
<td>111</td>
</tr>
<tr>
<td>Fundamentals of Financial Literacy</td>
<td>365</td>
<td>158</td>
<td>55</td>
</tr>
<tr>
<td>Resilience</td>
<td>364</td>
<td>54</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1,082</td>
<td>410</td>
<td>174</td>
</tr>
</tbody>
</table>
Performance Evaluation Process
Finally, the Career Ready program aims to provide student employees with performance feedback, provide structured feedback that is helpful for building job skills, and prepare student employees for future careers, including performance evaluation. The Talent Acquisition and Management team developed the Student Employee Performance Excellence Process (Student PEP) using PantherSoft HR. The tool and process were piloted in previous academic years with favorable responses and interest from both student employees and the supervisors of students. Due to resource constraints, the full implementation of the Student PEP was postponed lessening the impact of a new process during the continuing challenges of adaptation to changes.

Areas of Improvement and Action Plan
During the 2020-2021 time period, the team found an opportunity to adapt manager training for use by students serving in leadership roles. The population of students supervising other students was greater than previously known. This new observation uncovered an opportunity to develop introductory supervision training. The Student PEP will launch by Fall 2023. Student employees with supervisor training could provide a competitive advantage for graduates entering the job market. While the Student PEP instrument was developed and successfully piloted, the full launch remains to be scheduled to provide student employees with performance feedback that is meaningful and job-related. The Student PEP will launch by Summer 2023.
8. Educational and Work Environment
On June 12, 2020, as communities across the nation spoke out against racial injustice and inequality, the Equity Action Initiative (EAI) was commissioned by university leadership. The EAI was a call to action to help improve the climate for and reality of equality, dignity, inclusion, and belonging. The university renewed its commitment to play a key role in social justice and equal opportunity. A core advisory group was tasked to review options and initiatives that could help FIU reform and improve the approach to our work. They worked collaboratively and consulted widely - inside and outside of FIU - on specific initiatives to help reduce and eliminate disparities and inequities in our work environment. This group solicited advice, suggestions, position papers, data analysis, and evidence to include in their recommendations. They examined, considered, and presented initiatives focused on our community, our police, access to higher education, and FIU.

FIU values diversity, equity, and inclusion as integral to its mission as a student-centered public research university firmly focused on learning, research, entrepreneurship, innovation, and creativity so that its graduates are prepared to succeed in a global market. FIU strives to ensure that a diversity of cultures, races and ethnicities, genders, political and religious beliefs, physical and learning differences, sexual orientations, and identities are thriving on our campus and within our community.

Diversity enriches the university community and is a driving force instrumental to institutional success. FIU recognizes its responsibility to foster an open, welcoming, and inclusive environment of belonging. Students, faculty, staff, alums, and our community of all backgrounds should be able to learn and work collaboratively. FIU has a deep commitment to diversity, equity, and inclusion. It is committed to ensuring faculty and staff reflect the diversity of the local community and the student body. FIU commits to engaging in an ongoing and thoughtful dialogue about the changing realities of our increasingly interconnected world. FIU will continually strive to work with its constituencies to address future challenges and opportunities in a way that removes barriers to success and promotes a culture of inclusivity, compassion, and mutual respect within the classroom, workplace, and all aspects of life. As part of the institutional diversity, equity, and inclusion goals, the following goal has been established with tactics and strategies for making campus-wide improvements to FIU’s educational and work environment:

Institutional Learning
Cultivate an inclusive and equitable campus climate, culture, and community (Inclusive Excellence Training).
**Tactics**

- Create a comprehensive institution-wide learning plan for the FIU community tailored and designed to focus on unconscious bias and cultural competence across the diversity spectrum (race, gender, ‘differentiability,’ sexual orientation, religion, etc.)
- Incorporate symposia, lectures, book clubs, movie screenings, and focus groups are all designed to increase cultural competency and strengthen a sense of belonging across the enterprise.
- Create DEI micro-badges/Micro-Credentials in support of continued learning and development of DEI competencies.

**Actions**

- Launched three reading groups per year beginning Spring 2021.
- Establish 2 Micro-Credentials by Fall 2023.
- Launch DEI Certification Program by Summer 2023.
9. Personnel
Each area reviewed in the student services section included personnel in their review of student services. Through the annual FIU Service and Recognition Awards, distinguished faculty, staff, and administrators are honored and recognized for their outstanding achievements and years of service. The President’s Access and Equity Award is presented to individuals who demonstrate a commitment to the spirit of diversity through participation in extracurricular activities and/or formal or informal initiatives at the institutional, community, state, regional, or national level, shown leadership through positive interaction among persons of different cultural backgrounds, and behavior which illustrates a commitment to inclusion of persons within the institution who are members of traditionally underrepresented groups. The 2020 recipient was Dr. Carleen Vincent, Associate Teaching Professor, Senior Instructor and Associate Chair of the Departmental of Criminal Justice, School of International and Public Affairs.

In addition to this review, as part of the institutional diversity, equity, and inclusion goal, the two following goals have been established university-wide with tactics and strategies for making improvements that will improve student services:

Policy, Practice, Performance Measures
Improve systems, policies, and procedures to facilitate diversity, inclusion, transparency, and accountability.

To achieve institutional learning, we will implement a university-wide system of tracking, assessment, and annual reporting regarding the completion of inclusive excellence training. We will support the establishment as well as measure the effectiveness of affinity groups toward an inclusive campus climate.

Tactics
- Identify and assign DEI Advocates in units across the enterprise by Spring 2023.
- Introduce diversity, equity, and inclusion competency in the performance evaluation process for managers by Fall 2023.
- Incorporate professional development with recommended training noted on DE.I.FIU.EDU website Fall 2022.
- Review hiring practices and policies to identify barriers to hiring and promoting underrepresented minorities by Fall 2023.
- Review retention policies and practices to identify systems with the potential to disadvantage underrepresented minorities in terminations and attrition, including but not limited to the performance evaluation process by Spring 2023.
- Create and deliver DEI Micro-Credentialing, accessible to faculty, staff, and students by Fall 2023.
**Representation**
Recruit, Retain, and develop a Diverse Community

**Priority: Administrators (Administrator Level 3 and above)**
To achieve this, we are researching and identifying barriers that impact the recruitment, promotion, and retention of underrepresented minority administrators toward increasing the acceleration of opportunities among the underrepresented minority leaders in the FIU population.

Toward their retention, we are focusing on the areas of:
- belonging (inclusive of mental health)
- affinity
- and rewards and recognition.

**Anticipated Outcomes**
- Identify barriers that impact the mobility of qualified underrepresented minority administrators as noted by the FIU affirmative action plan.
- Create action plans to remedy and remove identified barriers to increased acceleration opportunities.
- Create a report identifying recommendations for restructuring efforts to remove barriers noted effectively.

**Tactics**
- Restore certification of interview pools by Fall 2023.
- Establish search committee participation in completing STRIDE training for administrators by Fall 2023.
- Ensure Diversity Advocates are participants in search committees by Fall 2022.
- Create platforms to engage in listening sessions with underrepresented minority employees by Fall 2022.
- Support the creation of relevant affinity groups in Fall 2021.
- Create ‘belonging’ climate surveys and report findings and recommendations by Fall 2022.
- Conduct qualitative and quantitative analysis of our current recruitment, promotion, and retention processes by Fall 2023.
- Conduct listening sessions with underrepresented minority employees to understand their roles and challenges in promotional opportunities and their retention in current/existing opportunities by Fall 2024.
- Establish voluntary mentoring programs connecting administrators with mentors from dominant groups and underrepresented minority groups who will advocate for participating underrepresented administrators by Fall 2024.
FIU has a designated Deputy Title IX Coordinator in the Athletics Department who, in collaboration with the University’s Title IX Coordinator, arranges for diversity training for all student-athletes and ensures compliance with Title IX and the NCAA standards. Efforts have been made to ensure equitable facilities, equipment, personnel, and opportunities for female and male athletes. A Title IX and diversity, equity, and inclusion committee also assist in ensuring an equitable and diverse athletics program.

FIU's NCAA committee oversees compliance with NCAA standards and reporting requirements. Active member Institutions of the NCAA are required to complete an equity, diversity, and inclusion review once every four years and provide written confirmation of completion to the national office. This allows for a review to occur at least once during a typical student-athlete's four years of eligibility.

FIU further focuses on training the athletic coaching and support staff on the importance of inclusion, diversity, equity, and access to ensure that they are well-suited to meet the needs of our diverse student-athlete population. The tables below details the progress of gender equity in intercollegiate athletics at FIU.

**Figure 1. Sex Equity in Athletics Update**

<table>
<thead>
<tr>
<th>Element</th>
<th>Assessment</th>
<th>Area for improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sports offerings</td>
<td>FIU sponsors eleven Division I sports for women and six Division I sports for men. Currently, the university sponsor's every women's sport with a championship offered by Conference USA. With the recent conference realignment, women's swimming &amp; diving and men's soccer will now compete in the American Athletic Conference (AAC). The men's indoor track and field program was eliminated in 2020-2021. Equitable.</td>
<td>√</td>
</tr>
<tr>
<td>2. Participation rates, male, and female, compared with full-time undergraduate enrollment</td>
<td>The enrollment of female undergraduate students from 2019-20 increased (-0.29%) from 57.21% to 57.50% in 2020-2021 and female student-athlete participation rate increased at a significantly higher rate from 51.64% to 55.94% (+1.3%) in 2020-2021. A gap difference of 4.56%.</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Availability of facilities, defined as locker room, practice, and competitive facilities

The department continues with the plans on an ongoing basis to improve facilities for our student-athletes in softball. The Ocean Bank Convocation Center provides locker room facilities for women's and men's basketball (identical), women's and men's soccer (identical), volleyball, beach volleyball, and women's track & field. MOBIO Architecture was hired and created a concept design plan for the enhancements to the softball facility. In addition to the softball building (completed in January 2019), an architect has been retained to design an expansion of the softball dugouts and provides direct access from their locker room building. In 2022, padding for the outfield wall was purchased for the softball facility to match the baseball padding. Overall, all programs have the availability of practice and competition facilities.

### 4. Scholarship offerings for athletes

FIU provides the maximum NCAA permissible scholarships for each of our women's sports. Equitable.

### 5. Funds allocated for:

<table>
<thead>
<tr>
<th>a) the athletic program as a whole</th>
<th>Funds allocated for women's sports are comparable to that of their male counterparts. Both are provided with the necessary resources to compete in Conference USA and nationally. Equitable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) administration</td>
<td>Funds allocated for administrators continue to be comparable and without regard to gender. Equitable.</td>
</tr>
<tr>
<td>c) travel and per diem allowances</td>
<td>Travel allocations are provided equitably. Per diem is allocated as per the Florida Statutes. Our travel policy determines travel mode and method, but generally outside the state, regardless of the sports program, is by the commercial airline (except football due to the number of participants). Travel within the state is usually by bus or, on occasion, by twelve-passenger van, depending on the team size or coach preference. The softball budget increased to cover bus transportation in 2021. The sports programs have funds allocated to ensure safety in travel and an equitable student-athlete experience. Equitable.</td>
</tr>
<tr>
<td>d) recruitment</td>
<td>All programs have successfully recruited regionally, nationally, and internationally. Funds allocated for</td>
</tr>
<tr>
<td></td>
<td>recruiting are treated equitably among sports programs, and line items in a budget can be adjusted considering differences in class needs that may fluctuate year to year. Equitable.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>e) comparable coaching</td>
<td>The experience and number of coaches available in women's programs are comparable to their male counterparts. Equitable.</td>
</tr>
<tr>
<td>f) publicity and promotion</td>
<td>The marketing and promotion of our sports programs are equitable and accomplished through the website, media relations efforts, weekly stories, and releases. Our video department streams all non-televised home competitions in our team sports of women's and men's soccer, volleyball, women's and men's basketball, softball, and baseball. Video programming Panther Talk features weekly shows including student-athletes across all 17 sports. Added Twitter/Instagram accounts to ensure all sports are equitably represented. Materials for promotion (i.e., posters, schedule cards) are equitable among sports. Equitable.</td>
</tr>
<tr>
<td>g) other support costs</td>
<td>Student-Athlete development programming opportunities are provided for all sports programs fairly. All sports programs are assigned an operations coordinator to assist with the program, including travel, team meals, recruiting logistics, etc. Equitable.</td>
</tr>
<tr>
<td>6. Provision of equipment and supplies</td>
<td>Each sport is provided the equipment and supplies necessary to compete equitably. The budget is determined by roster size, condition of current equipment, and replacement needs. Adjustments are made to increase if possible and accordingly. Experience surveys indicate that student-athletes from all sports, regardless of gender, would want more practice and training gear. We will continue efforts to enhance opportunities through our Adidas partnership (contract expiring in 2022-2023). Equitable.</td>
</tr>
<tr>
<td>7. Scheduling of games and practice times</td>
<td>Regular practice schedules are secured each term to ensure continuity and student-athlete class schedule. Teams that share facilities alternate or agree on a practice schedule annually. Women's and men's basketball and volleyball are the sports that share a facility. In the fall, volleyball takes priority, and</td>
</tr>
</tbody>
</table>
basketball programs prefer practice times in the winter/spring. All games are scheduled in an equitable manner between the coaching staff. Equitable.

<table>
<thead>
<tr>
<th>8. Opportunities to receive tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>An academic coordinator is assigned to each of the FIU athletic teams. A full-time SAAC staff member oversees a staff of approx. 54 tutors. These tutors are available to our student-athletes for entry-level and upper division courses required for undergraduate majors. All student-athletes have equitable access to schedule tutoring through their academic coordinator. Equitable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Compensation of coaches and tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaches are compensated equitably when compared to their Conference USA counterparts. Differences in pay between male and female coaches are driven by market value in that particular sport. All tutors, independent of assignments to students, teams, or gender, are paid equivalently and are selected to work with our student-athlete population after a rigorous selection process. During the interview, all potential tutors are reviewed by the SAAC Tutor Coordinator, who must meet the qualifications for their specific content area. Equitable.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>10. Medical and training services</th>
</tr>
</thead>
<tbody>
<tr>
<td>We partner with Baptist Health South Florida and provide ‘second-to-none’ quality physicians and surgeons for all our student-athletes’ medical needs. Each sport is assigned a Certified Athletic Trainer (ATC), and women’s and men’s teams have equal access to the training room facilities and ATCs. All student-athletes have equal access to treatment, referrals, rehabilitation, and any medical care needed. Equitable.</td>
</tr>
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<table>
<thead>
<tr>
<th>11. Housing and dining facilities and services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student-athlete either lives in on-campus housing, lives at home, or receives an identical stipend for off-campus housing based on their scholarship. The students receive housing options on an equivalent basis. Students in on-campus housing receive equal meal plans based on scholarship level, and those living off-campus receive an equivalent meal stipend based on their scholarship. Equitable.</td>
</tr>
</tbody>
</table>
**Figure 2. Sex Equity in Athletics - Areas for Improvement**

<table>
<thead>
<tr>
<th>Areas for improvement</th>
<th>Program for improvement</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation rates, male and female, compared with full-time undergraduate enrollment</td>
<td>Although the percentage of female participation rates is lower than female undergraduate enrollment (female undergraduate enrollment increases as a national trend), the enrollment of female undergraduate students increased from 57.21% to 57.50%, and female student-athlete participation rate increased at a higher rate from 51.64% to 52.94% in 2020-2021. This is a significant female athletics participation increase of 1.3% and a gap difference of 4.56%.</td>
<td>FIU has discontinued the men’s indoor track program effective spring 2020, improving participation.</td>
</tr>
<tr>
<td>Significant differences exist between the baseball and softball facilities. For example, the baseball facility has an impressive façade, and the softball facility does not. The softball facility lacks sufficient dugouts, concessions, video board, suites, and an indoor batting cage. Additionally, the batting cage, windscreens, and fencing need repairs.</td>
<td>All softball windscreens were replaced, and outfield padding was purchased to provide optimal conditions for practice, completed in July 2021 and December 2021. Architect to create a concept design plan and provide pricing estimate to expand the dugouts, create a façade and entrance, build a concession stand and box office, add a video board, and create indoor batting space and suite to enhance the softball facility. Completed October 2021</td>
<td>June 30, 2023-2024</td>
</tr>
<tr>
<td></td>
<td>Hire an architect to design construction documents for the expansion of the home and visiting team dugouts for softball. Architect secured and in the design process. July 2022</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secure architect to design construction documents for a new façade/entrance and concession/ticket area, to enhance the entrance and amenities to the softball facility.</td>
<td></td>
</tr>
</tbody>
</table>
Purchase and install a videoboard display at the softball facility.

Design and build an additional batting cage space (indoor) and suite for the softball program.

**Table 1. Student Athletes by Gender, 2020-2021**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>232</td>
<td>261</td>
<td>493</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>47%</td>
<td>53%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure 3. Areas for Improvement and Achievement Report AY 2020-2021**

The female undergraduate enrollment rate continues to trend on the increase nationally, even withstanding the athletics participation difference remains in the allowable 3-5% difference at 4.56%. In 2020 the second consecutive year, the student-athlete male participation rate decreased while the female participation rates increased. This is a significant result achieved with our efforts to reduce the gap in male vs. female participation rates (roster capping for men and encouraging females to walk on). These efforts will continue. The athletics department plans to address the significant differences between the baseball and softball facilities. The athletics department recognizes that this has been an area of improvement for more than three years.

Our women's programs continue to thrive, led by our swimming and diving program, which won its seventh consecutive Conference USA Championship in 2021. In the dominant performance of the swimming and diving teams, they swept all superlatives for the conference, including swimmer of the meet, swimmer of the year, diver of the meet, diver of the year, coach of the year, and diving coach of the year. The FIU Swimming and Diving extended the streak for being the first program in Conference USA history to win seven consecutive postseason championships in any sport. The year was cut short due to COVID.
academic years. The new athletics department’s leadership has prioritized the need to address the significant differences between the baseball and softball facilities by 2025. In 2021-2022, windscreens and padding for the outfield wall were purchased for softball as planned. MOBIO Architecture hired and created a concept design plan for the enhancements to the softball facility.
Areas of Highlights
Between July 2020 and June 2021, FIU received many accolades and rankings. FIU moved 25 spots to No. 18 among public universities. FIU is ranked No. 12 for social mobility and No. 35 for public service by Washington Monthly Magazine College Rankings, and No. 3 among U.S. public universities that are 50 years old or younger by Times Higher Education (TH). FIU also achieved honor roll distinction by the Great Colleges to Work For® program, having been recognized by the program since 2011. In its partnership with The Chronicle, ModernThink served as the survey, research, and analysis engine for Great Colleges for eleven years before assuming full responsibility for the program in 2020. They have surveyed over 1,000 colleges and universities through the Great Colleges program and have accumulated an unparalleled database of higher education benchmarking statistics and best practices. FIU is one of six large public four-year institutions and two public Florida universities that achieved honor roll designation, recognizing distinguished institutions for creating exceptional work environments.

In 2020, FIU achieved honor recognition in eleven out of twelve of the following categories:

1. Collaborative Governance
2. Compensation & Benefits
3. Confidence in Senior Leadership
4. Diversity
5. Facilities, Workspace & Security
6. Job Satisfaction
7. Professional/Career Development Programs
8. Respect and Appreciation
9. Supervisor/Department Chair Relationship
10. Work/Life Balance
11. Teaching Environment

FIU is committed to ensuring that each member of the university community shall be permitted to work or study in an environment free from any form of illegal discrimination, including race, color, sex (including gender, gender expression, gender identity, and sexual orientation), pregnancy, religion, age, disability, national origin, marital status, and veteran status. With this commitment, FIU offered training such as Title IX and Sexual Harassment, Title VII, and the Mindset of Diversity, Equity, and Inclusion at FIU.

FIU’s Office to Advance Women, Equity, and Diversity (AWED) is dedicated to the university’s mission of inclusive excellence. AWED develops and manages all faculty
programs to promote equity, diversity, and inclusion, including workshops to improve faculty hiring and promotion processes, faculty mentoring and interdisciplinary networking, and procedures to track progress towards inclusive excellence. The programs were developed using a combination of FIU funds and funding provided by a National Science Foundation ADVANCE PAID grant ($600,000; 2011-2016) and an NSF ADVANCE Institutional Transformation grant ($3.2M; 2016-present).

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

- **STRIDE HIRING/FACULTY RECRUITMENT WORKSHOP**: Designed to provide background information and concrete advice about practices that make searches more successful (in producing diverse candidate pools and hiring candidates). Attendance is required once every three years for faculty serving on search committees.
- **STRIDE DIVERSITY ADVOCATE WORKSHOP**: One member of each search committee is recommended by AWED to attend this advanced recruitment workshop.
- **STRIDE HIRING LEADERS WORKSHOP (Deans and above)**: This is required for all upper-administration search committee members.
- **STRIDE TENURE AND PROMOTION (T&P) Workshop** for all college tenure and promotion committee members, Department Chairs, and Deans. This new requirement began in Fall 2020 and is part of the Tenure and Promotion guidelines. Attendance is required once every five years. New committee members, department chairs, and deans should attend in their first year of appointment.
- **RESPONSE TO IMPACT OF COVID-19 PANDEMIC**: The STRIDE T&P workshop was updated for 2020-2021 to include the pandemic-specific Memorandum of Understanding (MOU) for AY 2019-2020 and AY 2020-2021 that was negotiated between the FIU administration and the United Faculty of Florida chapter for FIU (UFF-FIU) as noted here. These MOU policies will have a continuing and lasting impact on faculty, so AWED will continue to educate and remind evaluators and administrators of them in the STRIDE for T&P workshop for the foreseeable future. The MOU addressed:
  - Temporary tenure clock pause: Pre-tenure faculty could ask for a temporary pause of the tenure clock during Fall 2020 to work with their chairs to determine whether the probable impact of the pandemic on their scholarship warranted a formal request for a tenure-clock extension (already provided for in FIU policies) by the end of Fall 2020. The MOU
stipulated that ‘no negative action shall be taken’ for faculty requesting the temporary pause. If no formal stop of the clock was requested, the tenure clock continued as usual with no time lost; if the faculty requested a formal stop, then the typical FIU stop-the-clock policy applied.

- Teaching: Faculty evaluations shall not be negatively impacted by changes due to the pandemic.
- Modified course modalities such as remote and hybrid teaching “mandated by the university shall not negatively impact supervisory reviews or annual evaluations but may be used to positive effect.”
- Student course evaluations shall not negatively impact annual evaluations but may be used for a positive effect.
- Scholarship: Faculty with research assignments shall not be negatively impacted in their annual evaluations for AY 2019-2020 and 2020-2021 by lack of research productivity due to the COVID-19 pandemic.
- Service/Engagement: Department Chairs/Directors shall allow wider distribution of service/engagement responsibilities during AY 2020-2021 to avoid excessively burdening any individual faculty members.

**Measure achievement of remedying underutilization of women and minorities**

In accordance with the university’s Affirmation Action plan year 2020, the following table describes the previous Affirmative Action plan’s seven (7) goals achievement and the 2020-2021 goals for FIU, as well as the good-faith efforts the university made in those job groups where goals were established. Affirmative Action Program numerical placement goals have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45. They do not represent rigid and inflexible quotas, nor do they provide for preferential treatment on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

FIU is committed to achieving and sustaining faculty equity and diversity as an essential element of FIU’s academic excellence. Our strategic plan for inclusive excellence for faculty includes goals to continue FIU’s momentum towards further diversifying the faculty in science, technology, engineering, and math (STEM), including increasing the number of women and underrepresented minorities in other fields where they are underrepresented. This mission reflects FIU’s commitment to amplifying the demographic diversity of its student population as a resource for increasing the diversity of scientists, scholars, and the workforce locally and nationally.

FIU’s Division of Human Resources, in collaboration with the Division of DEI, strives to ensure that we attract, select, retain, and develop a diverse and talented workforce who will contribute to the university’s mission and vision. In conformance with applicable law and university policy, FIU is an affirmative action/equal opportunity employer.
The university undertakes affirmative action for underrepresented minorities and women, persons with disabilities, and Vietnam-era veterans and disabled veterans. Affirmative actions include training programs, outreach efforts, and other positive steps to ensure equal employment opportunities. The university can strengthen recruiting, retaining, and developing diverse faculty and staff initiatives.

As placement opportunities became available, job openings were posted internally. Externally, we offered educational assistance programs, encouraged employee referrals, ensured equal access to advancement opportunities from other job groups, and listed positions with diversity recruitment sources and state job services, such as Career Source South Florida, DiversityJobs.com, Diverse: Issues in Higher Education, IMdiversity, and Women’s Job List. Through these efforts, the university was able to make progress towards the achievement of three goals of four noted in the summary of 2020 Affirmative Action goal achievement below.

**Figure 1. Summary of 2020 Goal Achievement**

<table>
<thead>
<tr>
<th>Job Group Code- Name</th>
<th>Female</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>150- Faculty Leadership- Managerial</td>
<td>Not Achieved</td>
<td></td>
</tr>
<tr>
<td>220- Professor Tenured</td>
<td>Not Achieved</td>
<td></td>
</tr>
<tr>
<td>230- Associate Professor Tenured</td>
<td>Achieved</td>
<td>Achieved</td>
</tr>
<tr>
<td>300- Athletics-Support Services</td>
<td>Not Achieved</td>
<td></td>
</tr>
<tr>
<td>500- Computer-Telecommunication Technicians</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td>730- Service Workers</td>
<td>Achieved</td>
<td></td>
</tr>
</tbody>
</table>
Report race and sex representation

Table 1. Category Representation - Tenured Faculty

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO*</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2021</td>
<td></td>
<td>25</td>
<td>1</td>
<td>121</td>
<td>66</td>
<td></td>
<td>312</td>
<td>0</td>
<td>0</td>
<td>174</td>
<td>363</td>
<td>537</td>
</tr>
<tr>
<td>Number, Fall 2020</td>
<td></td>
<td>27</td>
<td>1</td>
<td>120</td>
<td>63</td>
<td></td>
<td>309</td>
<td>0</td>
<td>0</td>
<td>171</td>
<td>358</td>
<td>529</td>
</tr>
<tr>
<td>1YR Percentage Change</td>
<td>22.22%</td>
<td>-7.41%</td>
<td>N/A</td>
<td>0.83%</td>
<td>4.76%</td>
<td>0.00%</td>
<td>0.97%</td>
<td>N/A</td>
<td>N/A</td>
<td>1.75%</td>
<td>1.40%</td>
<td>1.51%</td>
</tr>
<tr>
<td>Number, Fall 2016</td>
<td>12</td>
<td>24</td>
<td>1</td>
<td>106</td>
<td>66</td>
<td></td>
<td>284</td>
<td>0</td>
<td>0</td>
<td>151</td>
<td>343</td>
<td>494</td>
</tr>
<tr>
<td>5YR Percentage Change</td>
<td>-8.33%</td>
<td>4.17%</td>
<td>-50.00%</td>
<td>14.15%</td>
<td>0.00%</td>
<td>N/A</td>
<td>9.86%</td>
<td>N/A</td>
<td>N/A</td>
<td>15.23%</td>
<td>5.83%</td>
<td>8.70%</td>
</tr>
</tbody>
</table>

Area for improvement, compared with national standards? (Check if yes)

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

### Table 2. Category Representation - Tenure-Track Faculty

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO*</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2021</td>
<td>35</td>
<td>19</td>
<td></td>
<td>28</td>
<td>29</td>
<td>0</td>
<td>89</td>
<td></td>
<td>0</td>
<td>90</td>
<td>114</td>
<td>204</td>
</tr>
<tr>
<td>Number, Fall 2020</td>
<td>35</td>
<td>11</td>
<td></td>
<td>30</td>
<td>26</td>
<td>0</td>
<td>98</td>
<td></td>
<td>0</td>
<td>88</td>
<td>115</td>
<td>203</td>
</tr>
<tr>
<td>1YR Percentage Change</td>
<td>0.00%</td>
<td>72.73%</td>
<td>-6.67%</td>
<td>11.54%</td>
<td>N/A</td>
<td>-9.18%</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>2.27%</td>
<td>-0.87%</td>
<td>0.49%</td>
</tr>
<tr>
<td>Number, Fall 2016</td>
<td>40</td>
<td></td>
<td></td>
<td>37</td>
<td>18</td>
<td>0</td>
<td>120</td>
<td></td>
<td>0</td>
<td>95</td>
<td>129</td>
<td>224</td>
</tr>
<tr>
<td>5YR Percentage Change</td>
<td>-12.50%</td>
<td>0.00%</td>
<td>-24.32%</td>
<td>61.11%</td>
<td>N/A</td>
<td>-25.83%</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>-5.26%</td>
<td>-11.63%</td>
<td>-8.93%</td>
</tr>
</tbody>
</table>

**Area for improvement, compared with national standards? (Check if yes)**

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

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

*IPEDS Human Resource aligned with the 2010 Standard Occupational Category (SOC) System.*
**Analysis of Tables**

Table 1 of Part V shows that between 2020 and 2021, the total number of tenured faculty remained relatively flat, with a net increase of 1.5% (8,529 to 5,373). This is 8.7% higher than in Fall 2016 as captured in the table. However, a fraction of all faculty (tenured, tenure-track, and non-tenure track) has remained at 38% since 2020 and decreased by 1% since 2016. The number of tenured faculty is a measure of faculty retention, which depends on professional development opportunities and a supportive departmental and institutional climate. The number of newly tenured faculty each year depends on the number of faculty with successful applications and the number of tenure-track faculty hired six years prior. An increase in the number of tenured faculty means that the number of newly tenured faculty is greater than that of tenured faculty leaving the institution. A decrease means the opposite: the number of newly tenured faculty is less than those leaving the institution.

The number of tenured female faculty increased slightly from 171 to 174 (3, 1.75%), which was similar to the percentage increase (1.4%) in the number of male faculty from 358 to 363 (5). Our records indicate that women successfully applied for tenure the previous year (effective date of Fall 2021 for the rank change) suggests a loss of previously tenured women. Similarly, there were 14 men tenured in AY 2020-2021 and an additional hired with tenure, which means that 12 tenured men left FIU before Fall 2021.

Breakdown by race/ethnicity shows a decrease in Black tenured faculty from 27 to 25 (-8%) and an increase in White faculty from 309 to 312 (less than 1%) since 2020. Two Black tenured faculty left FIU, which led to no Black faculty tenured during the AY 2020-2021. The number of Hispanic faculty rose from 63 to 66 (5%), and there was a gain of 1 American Indian (AI)/Alaskan Native (AN) from 0 to 1. In the same period, tenured Asian faculty rose to 121, but as two were tenured the previous year, one left the institution. There was a 5-year increase of 43 tenured faculty (9%) at FIU, from 494 in 2016 to 537 in 2021, . This is comparable to the net increase of . Tenured female faculty slightly increased (2%) in the five years, rising from 30.5% to 32.4% of all tenured faculty. Twenty-three of the 43-person increase since 2016 in tenured faculty were female (53%), and 20 (47%) were male. These numbers show that the change in gender diversity over the past five years has been minimal.

The most significant number increase in race/ethnicity was in White faculty (from 284 to 312; a change of 28, or 10%), with the following most significant number being Asian, up 15 (14%). The number of Hispanic faculty over the past five years remained flat at 66 faculty. Over the five years, the number of NH/OPI increased. The number of tenured Black faculty has just been fluctuating slightly, from 24 in 2016 to 27 in 2020, down to 25 in 2020. Comparing the sum of the underrepresented groups (those other
than White and Asian in academia), we find that they comprise 17% of all tenured faculty vs. 81% for White and Asian (we have excluded the NRA category here). These percentages are the same as the previous year and down approximately 1% from five years ago for both groups. This shows that there has been no significant change in the racial/ethnic diversity of the tenured faculty in the past five years. These data show little change in either gender or ethnic diversity of FIU’s tenured faculty since 2016.

Increases in the number of tenure-track (TT) faculty are due to hiring new TT faculty at a rate higher than the losses from this category. Losses are either due to faculty leaving the institution or being successfully tenured. The previous section provides more information on tenure applicants’ status and outcomes. Table 2 of Part V shows a less than 1% increase in the total number of TT faculty from 2020 to 2021. The total number increased to 204, which is 14% of all FIU faculty. As 20 faculty were successfully tenured starting in Fall 2021 (so they left this cohort), 21 new tenure-track faculty were hired. However, this is still 20 (-9%) below the number from five years ago (224).

In analyzing gender, there was an increase of 2% (from 88 to 90) of female TT faculty and a decrease in male TT faculty from 115 to 114 (< 1%) since 2019. Although, as noted above, there has been a significant decrease in TT faculty over the five years since 2016, this consists of only [removed]. This means that the gender disparity has decreased slightly in the past five years, with women in 2020 making up 44% of TT faculty vs. 42% in 2016.

When analyzing race/ethnicity, the data show significant increases in the number of TT faculty from underrepresented groups on both the one and five-year timescales. The most significant increase over the year was in Black TT faculty, with an increase of 8 (from 11 to 19). This increase of 8 faculty represents a 73% change in the number of Black TT faculty progressing through the tenure timescale. The subsequent largest number increase since 2019 is in Hispanic faculty with the [removed] up to 29. There was an increase from one to three faculty with Two or More racial/ethnic identities, but a loss of one from the AI/AN category [removed]. The number of both Asian and White TT faculty decreased from 2019 to 2020, with losses of [removed] (7%) and [removed] (9%), respectively.

The changes over the five years since 2016 show roughly the same trends, with increases in Black (11, 138%) and Hispanic (11, 61%) TT faculty and decreases in White (-31, -25%) and Asian (-9, -24%) faculty. All underrepresented groups (except Asian and White, and NRA (not reflected due to lack of information) show dramatic increases in overall representation in both the one and five-year periods: from 12% (27) of all TT faculty in 2016 to 19% (39) in 2020 and then 24% (49) in 2021. In 2016, the majority faculty made up 70% of all TT faculty; by 2021, this had changed to 57%. This is in sharp contrast to the make-up of our tenured faculty, which is 81% majority as of Fall 2021.
Table 3. Category Representation - Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/ OPI</th>
<th>W</th>
<th>≥ TWO*</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2021</td>
<td>47</td>
<td>60</td>
<td>46</td>
<td>214</td>
<td>0</td>
<td>297</td>
<td>0</td>
<td></td>
<td>0</td>
<td>361</td>
<td>313</td>
<td>674</td>
</tr>
<tr>
<td>Number, Fall 2020</td>
<td>49</td>
<td>55</td>
<td>42</td>
<td>202</td>
<td>0</td>
<td>305</td>
<td>0</td>
<td></td>
<td>0</td>
<td>355</td>
<td>311</td>
<td>666</td>
</tr>
<tr>
<td>1YR Percentage Change</td>
<td>-4.08%</td>
<td>9.09%</td>
<td>9.52%</td>
<td>5.94%</td>
<td>N/A</td>
<td>-2.62%</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>1.69%</td>
<td>0.64%</td>
<td>1.20%</td>
</tr>
<tr>
<td>Number, Fall 2016</td>
<td>37</td>
<td>45</td>
<td>34</td>
<td>150</td>
<td>0</td>
<td>285</td>
<td>0</td>
<td></td>
<td>0</td>
<td>291</td>
<td>265</td>
<td>556</td>
</tr>
<tr>
<td>5YR Percentage Change</td>
<td>27.03%</td>
<td>33.33%</td>
<td>35.29%</td>
<td>42.67%</td>
<td>N/A</td>
<td>4.21%</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>24.05%</td>
<td>18.11%</td>
<td>21.22%</td>
</tr>
</tbody>
</table>

Area for improvement, compared with national standards? (Check if yes)

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

### Table 4. Category Representation – Executive/Administrative/Managerial

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO*</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2021</td>
<td></td>
<td>121</td>
<td>42</td>
<td>527</td>
<td>0</td>
<td>288</td>
<td></td>
<td></td>
<td>0</td>
<td>616</td>
<td>376</td>
<td>992</td>
</tr>
<tr>
<td>Number, Fall 2020</td>
<td></td>
<td>120</td>
<td>41</td>
<td>509</td>
<td>0</td>
<td>293</td>
<td></td>
<td></td>
<td>0</td>
<td>607</td>
<td>372</td>
<td>979</td>
</tr>
<tr>
<td>1YR Percentage Change</td>
<td>-33.33%</td>
<td>0.83%</td>
<td>0.00%</td>
<td>2.44%</td>
<td>3.54%</td>
<td>N/A</td>
<td>-1.71%</td>
<td>0.00%</td>
<td>N/A</td>
<td>1.48%</td>
<td>1.08%</td>
<td>1.33%</td>
</tr>
<tr>
<td>Number, Fall 2016</td>
<td></td>
<td>112</td>
<td>35</td>
<td>450</td>
<td>0</td>
<td>320</td>
<td></td>
<td></td>
<td>0</td>
<td>554</td>
<td>373</td>
<td>927</td>
</tr>
<tr>
<td>5YR Percentage Change</td>
<td>0.00%</td>
<td>8.04%</td>
<td>100.00%</td>
<td>20.00%</td>
<td>17.11%</td>
<td>N/A</td>
<td>-10.00%</td>
<td>60.00%</td>
<td>N/A</td>
<td>11.19%</td>
<td>0.80%</td>
<td>7.01%</td>
</tr>
<tr>
<td>Area for improvement, compared with national standards? (Check if yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

Analysis of Tables

Faculty not on tenure track instructional or faculty employed at a non-tenure-granting university.

Unlike TT faculty, non-tenure-track (NTT) faculty remain in the same category throughout their careers, so changes in the numbers reflect hires and departures. Table 3 of Part V indicates a slight increase of 1.2% in the total number of NTT faculty from 666 to 674 between 2020 and 2021. However, there was a much more significant increase in the five-year numbers, up from 556, or 21%. There has been an effort to improve student success by hiring more full-time teaching-focused faculty, which could be responsible for this significant increase. The effort has paid off, with increases in FIU’s four and 6-year graduation rates indicating students are proceeding through their required curricula more quickly due to increased mastery of the material and pass rates.

In the gender category, in both the one- and five-year period, there was a more significant increase in the number and percentage of women compared to men: 1.7% for women vs. 0.6% for men from 2020, and 24% (70) vs. 18% (48) since 2016. Historically, women have occupied a more significant percentage of NTT positions nationally, which happens at FIU also, with little change in the overall distribution in 5 years: women were 54% of NTT faculty in 2016 and 54% in 2021.

Looking at individual demographic groups over the one-year reporting period, the most significant numerical increase in a racial/ethnic category is for Hispanic faculty at 12 (6%). The subsequent most significant gain was in Black faculty at five from 55 to 60, a 9% increase higher than the yearly average over the five years. The only other category with an increase was Asians with 10%. The AI/AN category remained at 3 and NH/OPI remained at 0. White faculty declined by 3 (-3%), and the Two or More category by 33% from 0.

Over the past five years, the most significant numerical increase is in the number of Hispanic NTT faculty with 64, a 43% increase. This is followed by Black faculty at 15 (33%), and Asian and White at 12 each (35% and 4% respectively). For those reporting Two or More races, the change is from 50% a 50% increase; for AI/AN, the number increased from 300% a change of 300%. Note that although the percentage changes are significant, this is because of the small overall numbers in these underrepresented categories.

Looking at the changes in aggregated race/ethnicity over the five years, faculty from majority groups in academia (Asian and White) now comprise about half (51%) of all NTT faculty, with White faculty being the largest group at 297 (44%). However, it is
encouraging to see a 6% increase in the total numbers of faculty from all underrepresented groups, from 36% of all NTT faculty to 42%.

**Executive/Administrative/Managerial**
There has been a recent increase from 607 to 616 (1.48%) in females represented at the Executive/Administrative/Managerial levels at FIU. In Fall 2021, women represented 62% of Executive/Administrative/Managerial employees, up 1% from the 61% figure of the previous year. The number of men also increased from 372 to 376 (1%).

The most highly represented racial/ethnic group remains Hispanic, representing 53% of all executive/administrative/managerial positions. All racial and ethnic groups remained flat or experienced a percentage increase compared to Fall 2020; the only exceptions to this trend were in the White racial group, which saw a slight decrease of 2% (-5), and the NRA group with a decrease of 2 (33%) from

These increases can be attributed to the university providing various career development opportunities to support movement into the executive/administrative/managerial levels, including the President’s Leadership Program (PLP), the Educational Leadership Enhancement Program (ELEP), and the Leadership Education Advancement Program (LEAP). Employees also have access to LinkedIn Learning which provides FIU faculty, staff, and students access to an online video library that features business, software, technology, and creative skills from which employees can develop new skills or upskill existing talents. One of those in-house resources includes the FIU’s Chair Advisory Council, which is composed of all department chairs at FIU and promotes institutional awareness and shared mission and purpose while giving them a platform to discuss issues and ideas related to departmental governance and management. In collaboration with the Office of the General Counsel, our Office of Faculty Leadership and Success has also initiated a series of Chair Tools of the Trade workshops, which address different aspects of the chair’s responsibilities. These workshops often employ engaging case study scenarios which guide chairs on how to appropriately mitigate conflict and promote compliance with university policies and procedures. The Office of Faculty Leadership and Success also initiate its inaugural Chair Leadership Development Program in the academic year of 2020-2021.

**Areas for Improvement and Action Plan- Employment**

As part of the institutional diversity, equity, and inclusion goal, the following goal has been established with tactics and strategies toward improving our affirmative action goals.
Priority: Underrepresented Minority Faculty

To achieve this, FIU is researching and identifying barriers that impact the recruitment and retention of underrepresented minority faculty as well as other historically underrepresented minorities – initially, with a focus on increasing these faculty among our population. Toward their retention, the focus will be on the areas of 1) belonging (inclusive of mental health), 2) affinity, 3) and rewards and recognition.

Anticipated Outcomes

• Identifying barriers that impact recruitment and retention of underrepresented minority faculty: ongoing to identify new barriers as they arise.
• Create action plans to remedy and remove identified barriers to increased retention of underrepresented minority faculty: annually, to be revised if/when new barriers are identified.
• Create a report identifying recommendations and remedies of efforts to effectively restructure and remove barriers noted: annually.

Tactics

• Train faculty search committees to increase the effectiveness of recruiting and provide information and resources for fair and equitable evaluation of applicants.
• Establish affinity groups for underrepresented minorities to build affinity within their areas of interest.

  o Timeline

  ▪ Black Faculty Association by established by Fall 2021
  ▪ Hispanic Faculty Association established by Fall 2022
  ▪ LGBTQ+ Faculty (Out Panthers Professional Engaged Network) affinity group established by Fall 2022
  ▪ Black Staff Association established by Fall 2022.

• Create platforms to engage in listening sessions with underrepresented minority faculty.
• Create ‘belonging’ climate surveys and report findings and recommendations.

  o Timeline

  ▪ Administer in 2021-2022
  ▪ Complete analysis and release results 2022-2023
• Conduct qualitative and quantitative analysis of our current recruitment, retention, and promotion processes.

  o Timeline
    ▪ Ongoing: annually to assess effectiveness of programs

Existing Programs
For faculty improvements, additional institutional context is provided here to understand better the strategies used in developing faculty recruitment, hiring, and professional development programs. These initiatives were initially developed to address issues identified in an internal climate survey conducted in 2010 and the COACHE Faculty Satisfaction Survey in 2011. The COACHE survey, administered by the Harvard Graduate School of Education, assesses faculty satisfaction on 25 measures, including appreciation, departmental collegiality, mentoring, work resources, leadership, governance, teaching, and benefits. It compares the responses of FIU faculty to those of faculty at five peer institutions selected by the participating institution and to a 110-member cohort of other participating institutions. An “area of strength” is one in which the institution scores first or second among the selected peer institutions and in the top 30% of the cohort institutions. An “area of concern” is where the institution scores fifth or sixth among the selected peer group and ranks in the bottom 30% of the cohort.

The 2011 COACHE survey indicated a lack of mentoring as one of the faculty’s primary concerns. In response, Dr. Suzanna Rose, as part of the ADVANCE PAID grant, established the Faculty Mentor Program to serve the colleges housing the sciences, engineering, and social and behavioral sciences. Subsequently, the 2014 COACHE survey identified faculty mentoring as an area of strength. This program has since been extended to all faculty in all colleges. The NSF-funded PAID project continued to have a positive impact. By 2015, women represented 18% of tenure-track STEM positions, an increase of 7% over five years. The FIU PAID activities were institutionalized in 2016 with the establishment of the Office to Advance Women, Equity and Diversity (AWED) and the appointment of Dr. Suzanna Rose as Assoc. Provost as part of the Office of the Provost, with substantial funding being provided by Academic Affairs to fund this unit.

Since 2017, AWED program offerings constitute the major institutional interventions at FIU concerning faculty professional development. Improvements were noted in previous areas of concern, such as faculty mentoring, research support, and hiring, according to the 2017 COACHE faculty satisfaction survey, but also indicated two areas of concern: tenure policies and tenure clarity. AWED added multiple workshops focusing on tenure and promotion strategies beginning in 2018. Additional interventions concerning tenure policies began in 2019 with the establishment of the Office for Faculty Leadership and Success (OFLS), which also is within the Provost’s Office. The 2020 COACHE survey, administered in February 2020, just before the
pandemic shutdown, indicated that lack of clarity about tenure procedures and criteria was no longer a faculty concern.

**Figure 2. FIU COACHE Faculty Satisfaction Survey Results: 2017 and 2020**

![Pie charts showing COACHE results for 2017 and 2020.](image)

*5th of sixth among peers, in bottom of 30% cohort.*

**Figure 3. Areas of Strength and Concern, FIU COACHE Survey, 2017 vs. 2020.**

<table>
<thead>
<tr>
<th>2016-2017 Areas of Strength</th>
<th>2019-2020 Areas of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Appreciation and Recognition</td>
</tr>
<tr>
<td>Leadership: Senior</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Departmental Collegiality</td>
</tr>
<tr>
<td>Nature of Work: Service</td>
<td>Departmental Engagement</td>
</tr>
<tr>
<td>Personal and Family Policies</td>
<td>Facilities and Work Resources</td>
</tr>
<tr>
<td></td>
<td>Governance: Adaptability</td>
</tr>
<tr>
<td></td>
<td>Governance: Productivity</td>
</tr>
<tr>
<td></td>
<td>Governance: Shared Sense of Purpose</td>
</tr>
<tr>
<td></td>
<td>Governance: Trust</td>
</tr>
<tr>
<td></td>
<td>Governance: Understanding the Issue at Hand</td>
</tr>
<tr>
<td></td>
<td>Health and Retirement Benefits</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Work</td>
</tr>
<tr>
<td></td>
<td>Leadership: Departmental</td>
</tr>
<tr>
<td></td>
<td>Leadership: Faculty</td>
</tr>
<tr>
<td></td>
<td>Leadership: Senior</td>
</tr>
<tr>
<td></td>
<td>Mentoring</td>
</tr>
</tbody>
</table>

141
<table>
<thead>
<tr>
<th>2016-2017 Areas of Concern</th>
<th>2019-2020 Areas of Concern</th>
</tr>
</thead>
</table>
| • Tenure Expectations: Clarity  
• Tenure Policies | • Divisional Leadership |

**Figure 4. 2020 FIU COACHE Faculty Satisfaction Survey Results: D&I**

![Diversity and Inclusion](image)

- **Diversity and Inclusion**
  - Latinx and Black Faculty satisfaction was top for **92%** of measures compared to peer group and cohort.
  - Female Faculty satisfaction was top for **80%** of measures compared to peer group and cohort.

- **Support and Commitment**
  - **81%** of all faculty agree there is visible leadership for support of diversity.
  - **80%** of all faculty agree their colleagues are committed to diversity and inclusion.
  - **85%** of all faculty are aware of the Provost’s commitment to faculty DEI through AWED/ADVANCE.
  - **71%** of all faculty are aware of FIU’s programs to prepare women for leadership positions.

How metrics were leveraged

Institutional data concerning the percentage of women in each department targeted by the ADVANCE grant (STEM, SBS) were used annually to assess progress. There was little change in the number of women in STEM from 2016-2020. This caused a reassessment of the STRIDE hiring workshops and ultimately led to the development of new initiatives such as the Diversity Advocate training, STRIDE for T&P committees, Bystander Leadership, and STRIDE for Leaders.
FIU ADVANCE’s initiatives are intended to create a faculty-based social system that acts proactively to enhance a culture of inclusion for all faculty at FIU as well as to advance women and underrepresented minority faculty, particularly within STEM and Social and Behavioral Sciences (SBS). Based on the success of the first NSF PAID grant, it was determined that faculty participation in and endorsement of inclusive excellence programs were the keys to making change at FIU. Therefore, the plan is to continue this largely grassroots approach by engaging faculty university-wide in AWED programming. New programs, such as the Bystander Leadership program, were also developed to meet the needs of faculty who indicated they needed more skills to implement best practices.

The reporting year, AY 2020-2021, was Year 5 of this 5-year NSF grant. The Bystander Leadership program was suspended for Spring 2020 due to the pandemic, and all training workshops were moved to live virtual settings via Zoom. This continued for AY 2020-2021.

Faculty Recruitment and Hiring Programs

To increase the number of women and underrepresented minority faculty at FIU, the STRIDE for Hiring training is required of all faculty within three years of serving on a hiring committee. The pilot program was launched in 2011 for the STEM fields and then expanded to the entire university. Additional training for one member of selected Faculty search committees designated as a Diversity Advocate was implemented starting in 2018 and was expanded to all TT searches in 2019-2020. These are further discussed below.

STRIDE for Hiring Workshops

The STRIDE training was developed using evidence-based practices developed at the University of Michigan and educates faculty about best practices to increase diversity in the faculty and address the issue of gender and race bias in hiring. These two-hour workshops, which are updated each academic year, cover issues such as implicit bias that can adversely affect the evaluation of applications from underrepresented minorities and women candidates. They also provide methods and practices such as the use of diversity statements and evaluation rubrics to help committees equitably assess and interview faculty candidates.

Impact: An additional 413 faculty attended a STRIDE workshop during the reporting year. STRIDE workshops continued to be extremely well received by attendees, with 87% of participants rating them as effective in helping them understand the benefits of having a diverse faculty, the role of stereotypes in career advancement, and in finding solutions for these issues. The number of faculty searches was greatly reduced in 2020-2021 due to uncertainties brought about by the pandemic, with a total increase in the number of all faculty of 17, from 1398 to 1415. Only nine new tenured/tenure-track
faculty were hired in 2020-2021 (with most to start work in 2021-2022), but as reported elsewhere, there has been an overall increase in the number of women and underrepresented faculty over the past five years.

**Diversity Advocate Workshops**
One member of each faculty hiring committee attends additional training on effective recruiting and evaluation practices for diverse candidates, such as effective job ad writing and how to develop diverse pools, and acts as the point person on the search to ensure effective and equitable search practices are used.
Impact: An additional 102 faculty attended a DA workshop during 2020-2021; bringing the total number of faculty to 154. Approximately half of those who attended did so out of personal interest as they were not serving as DA for a search at the time. Interviews with faculty who served as DAs indicate they felt they were able to intervene to help committees follow best search practices effectively.

**STRIDE for Hiring Leaders Workshop**
This is like the STRIDE for Hiring Faculty workshop but is tailored for hires into leadership positions and is required for all upper-administration search committee members.

**Diversity Mentor Professorships (DMP)**
The DMP program is a special initiative to recruit excellent research scientists with a history and commitment to the mentorship of women students and students from domestic underrepresented minority populations. Four faculty lines were committed to the DMP program in support of FIU ADVANCE, two in the Sciences and two in Engineering.
Impact: In the Summer of 2020, eight faculty lines for any area were promised by the Provost’s Office specifically to increase the number of Black faculty by attracting them to apply for Diversity Mentor Professorships – these positions use evidence of ability to mentor diverse students and women as one hiring criterion. Several have accepted positions at FIU, including a White woman in STEM/Math, a Black woman in Electrical and Computer Engineering, a Black man in Biology, a Black man in Hospitality, a Black woman and man in Education, and a White woman in Engineering Education.

**Faculty Recruitment and Hiring Programs Outcomes**
These programs have resulted in positive outcomes previously that provide evidence for their effectiveness since implementation and have continued to play a role in the reporting period. In 2011, women constituted 11% of tenure-track faculty in STEM and 38% of social and behavioral science faculty (SBS); the fields in which the pilot program was initially deployed. By 2021, tenured and tenure-track women represented 20% of
the STEM faculty and 40% of the SBS faculty, and 35% of the faculty overall. STEM women of color also increased from 1.5% to 2.7%.

FIU also was able to meet its goal to increase the representation of women and underrepresented minority faculty overall: From 2016 to 2021, all (tenured, tenure-track, and non-tenure-track) Hispanic faculty increased from 18% (N=236) to 22% (N=309) as a percentage of total faculty. From 2020 to 2021, there was a 1% increase (18). Over five years (2016-2021), women faculty went from 42% (N=539) to 44% (N=625). Although there was an additional 11 women in 2021 compared to 2020, their total percentage of total faculty remained the same at 44%. FIU’s Black faculty representation increased from 6% in 2016 to 7% in 2020 and remained at 7% of all faculty for 2021. Tenured and tenure-track faculty Black faculty also increased from 1% to 6% between 2020 and 2021. This continues to be an area for improvement.

**Faculty Professional Development and Retention Programs**

Programs to retain faculty can be broken down into three major areas as shown below. AWED has developed and administers programs to address each of these three areas.

1. **Professional development opportunities**

These opportunities enhance faculty success in the areas of research (for TT faculty), teaching, and service. This means ensuring that all faculty have equal access to resources and opportunities such as appropriate mentoring, high-value service assignments, and training in effective teaching. Programs that address this area include:

**Faculty Mentor Program**

The FIU Faculty Mentor Program (FMP) is in its tenth successful year. The program is now offered to all faculty ranks, including tenure-line, research, clinical, and instructors. FMP includes one-on-one mentoring, mentor training, networking events, and structured skills-training presentations related to enhancing faculty productivity. Faculty are paired with faculty from different but related departments to provide a broad range of experience and opportunities for professional collaborations. The program directly addresses skills and networking essential to faculty success, thus enhancing retention. Mentoring is particularly essential for women and underrepresented minority faculty, who are often outside informal informational collegial networks in academia.

Impact: Overall, the FMP has offered deep learning and mentoring opportunities to more than 600 unique participants. For 2020-2021, there were 93 mentee-mentor pairs (N=186 faculty). In the 2017 Harvard COACHE survey, mentoring was one of FIU’s areas of strength, meaning FIU scored in the top 30% of the cohort (112 partners) and scored first or second among a selected group of five comparison institutions. Since the
program began in 2011-2012, faculty satisfaction with mentoring at FIU has increased substantially and has exceeded that of peer cohorts on the last three Harvard COACHE surveys (2014, 2017, 2020).

Chairs’ Leadership Workshops
In conjunction with the Office for Faculty Leadership and Success (OFLS), this program offers leadership training that many faculty members might never formally receive as they become chairs of departments. This helps not only the faculty participating in the program but those in their departments who benefit from having leaders trained in faculty development and success.

2. Ensuring appropriate and equitable annual tenure and promotion evaluations

Faculty cannot be retained if they are not provided fair and accurate annual evaluations, and equitable tenure and promotion evaluations. An area of focus is on how service is assigned, evaluated, and rewarded as women and underrepresented minorities are often overlooked for high prestige committees and are also sought after as mentors by female and underrepresented minority students. This type of mentoring is often informal, invisible to others, and unrewarded. The following programs were instituted to address these concerns:

STRIDE Tenure and Promotion (T&P) Workshops
These workshops were developed to recruit, retain, and promote more women and minority faculty at FIU. This training was partially implemented in 2018-2019 and is now (2020-2021) required for all college T&P committee members, Department Chairs, and Deans every five years. New committee members, department chairs, and deans should attend in their first year of appointment. Topics covered include implicit bias, stereotype threat, bias in student evaluations of teaching, types and amounts of service, and the cumulative effects on career progression of women and underrepresented minority faculty. Best practices in evaluating Faculty tenure and promotion application files are presented, including the use of rubrics tailored to ensure that a faculty member’s annual assignment is considered. Chairs are asked to pay special attention to service assignments and recognition for female and underrepresented minority faculty for the annual evaluations.

Impact: A total of 113 faculty attended a STRIDE for T&P workshop in 2020-2021. This included 10 Deans, 46 department chairs, and 57 college-level T&P committee members. As tenure and promotion depend on several years’ worth of faculty work and evaluations, the results of this program may not yet be evident, but it is encouraging to note that all applicants for tenure at FIU in the reporting year were successful.
Policy development in collaboration with policy leaders
AWED regularly reviews FIU’s policies and procedures to ensure the intended inclusive excellence. As part of this initiative, the university T&P Manual was updated with the work beginning in 2019 to ensure best practices for equitable evaluation are followed by all units. This includes faculty efforts related to values of diversity, equity, and inclusion, so these are recognized in the tenure and promotion process as valid and valuable academic contributions. During the reporting year, all departments were required to develop clear guidelines for tenure and promotion as part of their department policies. The new university T&P manual took effect in Fall 2021.

Salary Equity program
AWED contributes (limited) funding to colleges as a cost-share arrangement to correct salary inequities based on gender, race, and/or compression.

Impact: Sixteen (27) salary adjustments were made in 2020-2021, including adjustments for underrepresented minority faculty. A total of 99 salary adjustments have been made.

3. Providing a supportive and inclusive working environment

This is especially important at the departmental level but applies across the university.

College and Departmental DEI Plans
These plans are guided by two key goals: to increase the representation of faculty from historically underrepresented groups such as women in STEM and African American and Hispanic American faculty in all fields, and to enhance the institutional climate to attract and retain women and underrepresented groups at the faculty and doctoral student level. Certain aspects of FIU ADVANCE were required to be in departmental plans, including participation in the Bystander Leadership Program, STRIDE hiring workshops, and the Diversity Advocate Program. Departments also may choose from among 60 DEI actions and metrics provided by AWED. The actions and metrics include areas such as hiring, retention, and departmental climate. Examples are “the number of guest seminar speakers from underrepresented groups or talks related to DEI issues.” Each year, departments choose which goals to pursue and are provided with a report form to fill out at the end of the academic year. These completed reports are submitted to AWED, and feedback on each outcome is provided either by AWED or the appropriate College Equity Advisor (see below).

Impact: Currently, six colleges and more than fifty departments have set DEI goals and track progress annually. Each year, we have been more successful in having a greater number of departments complete and submit their annual reports, with 90% of departments in the six colleges submitting reports during the reporting year.
**Equity Advisor Program**
Deans of six colleges have agreed to provide one-course release annually or summer supplemental funding for an equity advisor jointly selected by the Dean and AWED that participates in STRIDE, Bystander, and other AWED training programs. Embedded within their respective colleges, Equity Advisors (EAs) are a resource for helping departments develop, implement, and track progress on their diversity plans and work with AWED and college leadership concerning policies and procedures related to diversity and equity efforts.

**Microclimate Project**
The Microclimate Project is designed as both an ADVANCE program and a research project to explore the complexity of how multi-ethnic cultural climates within FIU STEM departments affect the recruitment and advancement of women in STEM, particularly Hispanic-American and African American women faculty. The term “microclimate” refers to local social climates within a department that may differ from the larger organizational climate. The university is specifically interested in the intersection of nationality and gender/race norms and behaviors. Analysis of this project is still ongoing.

**Bystander Leadership Program**
The Bystander Leadership program is the signature program of FIU ADVANCE implemented to address departmental and institutional climate. It was designed as an experiential, interactive, behavioral skills training program for faculty. It was developed, pilot-tested, and conducted as both a research project (years 2-3) and as an embodied learning program for STEM and SBS Faculty (years 2-5). This program is intended to move faculty participants from “insight” to “action” to address observed or anticipated instances of gender and race bias and discrimination among faculty. The program raises awareness about the interplay between power, privilege, and bias often experienced by women and minorities. It also provides practice in using a toolkit of intervention responses and actions in response to situations of bias. The program is intended to develop a social system at FIU that supports and institutionalizes positive change among faculty in three key areas: (1) demonstrating greater appreciation for diversity and a reduction in prejudicial attitudes; (2) greater knowledge of and confidence in using prosocial intervention skills and strategies; and (3) increasing diversity-affirming behaviors.

Impact: Due to the pandemic, the Bystander Leadership Program was suspended between March 2020 and August 2021, so no workshops were held during the reporting year. As of March 2020, 343 faculty (160 women and 182 men) and 11 guests from other universities participated in one of 17 workshops offered since 2017. Preliminary results comparing a pre-test with the results from a three-month follow-up survey indicated that the Bystander group showed significant changes compared to the control group in
terms of self-reported items, including awareness of subtle gender/ethnicity bias in one’s environment, awareness of gender/ethnicity bias in one’s discipline; confidence in being able to enact gender/ethnic equity interventions; and confidence in engaging in such actions regularly. Extensive comments in response to open-ended questions included in the three-month follow-up survey also showed a positive effect: “I think ALL faculty would benefit from this kind of training program to help them understand various biases.” “More than one person [in my department] has participated in the bystander training program which I believe has led to a very responsibly written diversity plan.” Analysis of the data is continuing, and we expect to be able to report results by Summer 2022.

**AWED Theater**
This is an FIU-branded theater unit under the direction of Creative Director Jeffrey Steiger, who also has written original scripts for AWED Theater and the Bystander program as part of his commitment to FIU ADVANCE. These scenarios showcase how subtle biases manifest in typical academic situations such as tenure and promotion meetings. Other universities and professional associations may schedule the productions.

**Process and metrics to measure outcomes**
To document FIU ADVANCE program achievements, multiple metrics and processes are in place: (1) before the project began, a baseline of the demographics of FIU’s faculty was established as a data toolkit that has been monitored and updated annually with special attention to women of color. (2) During the project, the number of events, workshops, and activities and their attendance has been documented. Most of the events have been promptly evaluated by participant feedback surveys. (3) Since 2011, FIU has participated in the Harvard COACHE faculty satisfaction survey conducted once every three years. The COACHE survey has been used to guide and assess the impact of institutional interventions toward inclusive excellence. Results from the 2020 survey were presented in last year’s report but showed a decrease in the areas of concern addressed by AWED’s programs (mentoring, tenure and promotion, and overall faculty satisfaction of women and underrepresented minority faculty).
Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (Identified Last Year)

The FIU FTIC enrollment data reflects that approximately 61% of students were female, and 39% were male for the 2020-2021 academic year. There was an increase from Fall 2020 to Fall 2021 by 5%. 88% of full-time FTICs enrolled at FIU were underrepresented minorities in Fall 2021. This percentage slightly improved over the previous Fall 2020 metric, where 87% of full-time FTICs enrolled at FIU were underrepresented minorities. Students from Hispanic backgrounds made up the most significant percentage increase in this metric. The retention rate remained the same as the Fall 2020 cohort. Across the various racial and ethnic groups, the retention rate increased by at least 1% or stayed the same except for the White category, which decreased by 1%. The retention rates for female students increased by 2% and decreased by 2% for male students. FIU has a 67% graduation rate for all full-time FTICs. This cohort’s graduation rate remains consistent with the previous year. Female and male students in this group experienced a 1% increase in the graduation rate compared to the last year’s report. As compared to the 2014-2020 cohort, there were increases in the percentage of graduates for Asian (75%, up from 74%), Hispanic (70%, up from 69%), and White (59%, up from 58%) students.

For Fall 2021, there were 7,069 Florida State College System transfers. This marks an approximate 9% decrease from last year’s 7,742 enrollment number but a 5% increase from the Fall 2016 enrollment number of 6,731. One-year retention rates for full-time FTIC first-year students averaged 91% for Fall 2020. FIU has experienced an increase in the number of Bachelor’s, Master’s, Doctorate, and professional degrees awarded during the 2020-2021 Academic Year. The number of doctoral degrees awarded to Black students increased by 2% from the previous year, but that category remains underrepresented.

To ensure continual student engagement during the pandemic, our student services areas created flexibility and creative ways to provide services to our students. The Panther Success Network advising system was equipped to handle online/virtual appointments (since they also advise students enrolled in fully online programs), so the transition occurred quickly and relatively seamlessly. The university resumed normal, in-person operations in the Summer of 2021; however, students benefited from the flexibility of online advising appointments, so students now have the option of choosing in-person or remote advising appointments. In survey responses, students have indicated that they appreciate this flexibility.

The Healthy Living Program (HLP) – the main programming/outreach arm of Health Promotion Services (HPS) – stepped outside of normal operations to meet the changing demands of our students throughout the pandemic. Both on-campus and remote
services on the nine dimensions of wellness were offered in AY 2020-2021. Our Counseling and Psychological Services (CAPS) quickly adjusted to remote services and continued to add and improve our service options and procedures throughout the year. Despite adjusting to remote operations, services remained available since the first week the university went remote. CAPS also created multiple student forums and support spaces to help students struggling due to the pandemic (including student caregivers) and those struggling to understand and/or cope with the issues surrounding racial tensions and social justice in our society. All programming for Intramurals between March 2020 to October 2020 was virtual, and all Sport Club activities were canceled during this time. In Fall 2020, we received approval to return to modified in-person programming. Spring 2021 was a gradual return to pre-pandemic programming. Despite these barriers, efforts to increase students who identify as female were implemented in both virtual and in-person programming during the 2020-2021 academic year. IM implemented specific marketing to target previous female and co-rec participants to fill open and co-rec leagues.

Consistent with global workforce trends during that timeframe, the number of student employees declined in 2020; however, it did not completely stop. Almost immediately, students performing work that could be accomplished remotely remained employed productively. Throughout the remaining months of the measurement period, the number of student employees steadily increased. Many student jobs were not suitable for remote work. With remote work limitations, the Career Ready program resources were redirected to utilize a new approach to student employee development. In collaboration with the Office of Academic and Career Success, a pilot program was developed and launched to provide micro-credentialing for students on Resilience, Initiative, and Fundamentals of Financial Literacy. These professional development opportunities for student workers provided compensated job training time. This structured approach to using otherwise lost work time helped build career skills for student employees whose work had been suspended.

**Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)**

During the academic period of 2020-2021, the pandemic impacted our students, faculty, and staff. Even with the impact of the pandemic, FIU made progress with improving diversity, equity, and inclusion across the measured areas. There are a few areas that have been identified for improvement. In reviewing FTIC enrollment, although the total number of FTIC students enrolled at FIU has decreased from 4,159 in Fall 2016 to 2,872 in the Fall of 2021, there was an increase from Fall 2020 to Fall 2021 by 5%. This area is still an area identified for improvement.

Another area of improvement is the number of transfers from the Florida State College System. The number of transfers decreased by 9% from last year’s 7,742 enrollment. In
reviewing the awarded degrees from AY 2019-2020 to AY 2020-2021, the number of doctoral degrees awarded to Black students stayed the same and decreased by 10 degrees for Hispanic students. No doctoral degrees were awarded for Native Hawaiians/Other Pacific Islander and American Indian/Alaska Native categories in the AY 2020-2021. In previous years we have identified recruitment and retention of Black and Hispanic doctoral students as a primary goal for our graduate programs (1% increase per year). However, numbers for Black students stayed the same, and Hispanic students decreased compared to last year.

For student services, an area of improvement within the Club and Intramural Athletics is to increase overall participation in the program, policies, and procedures that can be perceived as barriers to participation. This effort will be accomplished through the IM Sports End of Year Participant Feedback Survey and feedback from staff members. Additionally, 2021-2022 will be a return to full programming, which will provide increased opportunities for an overall increase in participation and team numbers, as well as unique participants, which will be achieved by targeting and including students who will be returning to campus for the first time in 2021-2022.

In Student Financial Assistance, across the majority of funding sources, aid distribution by ethnicity and gender is representative of the student population, but Black or African American students represent only 9.5% of scholarship recipients when they make up 12.5% of the student body. The Gold and Blue levels I and II scholarships comprise most of our institutionally funded scholarship awards. The standardized test score has a very large weight in this strategy. Our current data indicate that fewer of our Black and African American applicants have standardized test scores that meet our “merit” scholarship criteria than other populations.

In Housing, we will continue 1) creating an environment that helps students understand other residents by putting themselves in their place and 2) creating an environment that helps students benefit from the interactions with residents who are different from themselves.

In student employment, there is an opportunity to adapt manager training for use by students serving in leadership roles. The population of students supervising other students was greater than previously known. This new observation uncovered an opportunity to develop introductory supervision training. Student employees with supervisor training could provide a competitive advantage for graduates entering the job market.
Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)
The women's programs continue to thrive, led by our swimming and diving program, which won its seventh consecutive Conference USA Championship in 2021. In the dominant performance by the swimming and diving team, they swept all the superlatives for the conference, including swimmer of the meet, swimmer of the year, diver of the meet, diver of the year, coach of the year, and diving coach of the year. The FIU Swimming and Diving extended the streak of being the first program in Conference USA history to win seven consecutive postseason championships in any sport. The year was cut short due to COVID.

Areas for Approval Pertaining to Gender Equity in Athletics (This Year)
The female undergraduate enrollment rate continues to trend on the increase nationally, even withstanding the athletics participation difference remains in the allowable 3-5% difference at 4.56%. In 2020 the second consecutive year, the student-athlete male participation rate decreased while the female participation rates increased. This is a significant result achieved with our efforts to reduce the gap in male vs. female participation rates (roster capping for men and encouraging females to walk on). These efforts will continue. The plans continue to address the disparities between the softball and baseball facilities. The athletics department recognizes that this has been an area of improvement for more than three academic years. The new athletics department’s leadership has prioritized the need to address the significant differences between the baseball and softball facilities by 2024. In 2021, the windscreens and padding for the outfield wall were purchased for softball. MOBIO Architecture hired and created a concept design plan for the enhancements to the softball facility.

Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
In accordance with the university’s Affirmation Action plan, the following table describes the previous Affirmative Action plan’s seven (7) goals achievement and the 2020-2021 goals for FIU, as well as the good-faith efforts the university made in those job groups where goals were established. Affirmative Action Program numerical placement goals have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45 and do not represent rigid and inflexible quotas, nor do they provide for preferential treatment on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

Areas for Approval Pertaining to Employment
For employment representation, the Fall 2021 number of female tenured, tenure-track, and non-tenure-earning or faculty in the non-tenure category increased compared to the
previous Fall. There was a decrease in the number of Black tenured faculty. The university has an Affirmative Action plan with numerical placement goals that have been established pursuant to 41 C.F.R. § 60-2.16 and § 741.45, and we are making good-faith efforts to meet the obligations contained in the plan. For the 2021 Affirmative Action plan, there are four (4) placement goals for female faculty for faculty leadership, tenured faculty, professor non-tenure, and lecturer/adjunct faculty job groups. There is a placement goal for Black faculty non-tenured. There are nine (9) placement goals for the administrative job groups in the athletic-support services, scientific & research professional, student services, other professional, senior-level clerical, mid-level clerical, administrative support, computer-telecommunication, technician/paraprofessional, skilled craft workers, and custodial worker job groups.

### Figure 1. 2021 Goals

<table>
<thead>
<tr>
<th>Job Group Code</th>
<th>Code</th>
<th>Name</th>
<th>Female</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>210-</td>
<td></td>
<td>Faculty Leadership</td>
<td>Yes</td>
<td></td>
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<tr>
<td>220-</td>
<td></td>
<td>Professor Tenured</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>250-</td>
<td></td>
<td>Professor Non-Tenured</td>
<td>Yes</td>
<td>Black</td>
</tr>
<tr>
<td>285-</td>
<td></td>
<td>Lecturer/Adjunct Faculty</td>
<td>Yes</td>
<td>Two or More Races</td>
</tr>
<tr>
<td>300-</td>
<td></td>
<td>Athletics/Support Services</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>350-</td>
<td></td>
<td>Scientific &amp; Research Professional</td>
<td></td>
<td>Black</td>
</tr>
<tr>
<td>360-</td>
<td></td>
<td>Student Services</td>
<td>Yes</td>
<td>Two or More Races</td>
</tr>
<tr>
<td>390-</td>
<td></td>
<td>Other Professional</td>
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<td>Black</td>
</tr>
<tr>
<td>400-</td>
<td></td>
<td>Senior Level Clerical</td>
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<tr>
<td>410-</td>
<td></td>
<td>Mid-Level Clerical</td>
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<tr>
<td>420-</td>
<td></td>
<td>Admin Support</td>
<td>Yes</td>
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<tr>
<td>500-</td>
<td></td>
<td>Computer/Telecommunication</td>
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<td>Black</td>
</tr>
<tr>
<td>510-</td>
<td></td>
<td>Technician/Paraprofessional</td>
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<td>Asian</td>
</tr>
<tr>
<td>600-</td>
<td></td>
<td>Skilled Craft Workers</td>
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<td>Black</td>
</tr>
<tr>
<td>720-</td>
<td></td>
<td>Custodial Workers</td>
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<td>Black</td>
</tr>
</tbody>
</table>

As part of the institutional diversity, equity, and inclusion goal, the following goals have been established with tactics and strategies for improving our affirmative action goals.

Developing additional strategies for faculty recruitment, hiring, and professional development programs is required for faculty areas of improvement. These initiatives were initially designed to address issues identified in an internal climate survey.
conducted in 2010 and the COACHE Faculty Satisfaction Survey in 2011. The Harvard Graduate School of Education administered the COACHE survey to assess faculty satisfaction on 25 measures, including appreciation, departmental collegiality, mentoring, work resources, leadership, governance, teaching, and benefits. It compares the responses of FIU faculty to those of faculty at five peer institutions selected by the participating institution and to a 110-member cohort of other participating institutions. An “area of strength” is when the institution scores first or second among the selected peer institutions and in the top 30% of the cohort institutions. An “area of concern” is where the institution scores fifth or sixth among the selected peer group and the bottom 30% of the cohort.

The 2011 COACHE survey indicated a lack of mentoring as one of the faculty’s primary concerns. In response, Dr. Suzanna Rose, as part of the ADVANCE PAID grant, established the Faculty Mentor Program to serve the colleges housing the sciences, engineering, and social and behavioral sciences. Subsequently, the 2014 COACHE survey identified faculty mentoring as an area of strength. This program has since been extended to all faculty in all colleges. The NSF-funded PAID project continued to have a positive impact. By 2015, women represented 18% of tenure-track STEM positions, an increase of 7% over five years. The FIU PAID activities were institutionalized in 2016 with the establishment of the Office to Advance Women, Equity and Diversity (AWED) and the appointment of Dr. Suzanna Rose as Associate Provost as part of the Office of the Provost, with substantial funding being provided by Academic Affairs to fund this unit.
A. REPRESENTATION OF WOMEN AND PROTECTED CLASS MINORITIES
For the 2020-2021 AY, 22 tenure-track faculty applied for tenure, as shown in Part VII, Table 1. Twenty-two (100%) were successfully tenured. Five faculty who were eligible to apply for tenure did not: one resigned, one requested successfully to be moved to a non-tenure position, two had one or more leaves of absence so deferred to the following year, and one was granted a tenure-clock extension under FIU’s COVID-19 policy.

### Table 1. Protected-Class Representation in the Tenure Process, 2020-2021

<table>
<thead>
<tr>
<th>Sex, Race/Ethnicity</th>
<th>Applied</th>
<th>Withdrawn</th>
<th>Denied</th>
<th>Deferred</th>
<th>Nominated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other, Not Reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Male (Include Other, Not Reported)</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Females</td>
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<tr>
<td>American Indian or Alaskan Native</td>
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<tr>
<td>Asian</td>
<td></td>
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</tr>
<tr>
<td>Black or African American</td>
<td></td>
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</tr>
<tr>
<td>Hispanic</td>
<td></td>
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</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
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<tr>
<td>Other, Not Reported</td>
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<tr>
<td>Total Female (Include Other, Not Reported)</td>
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<td></td>
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<tr>
<td>GRAND TOTAL</td>
<td></td>
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<td></td>
<td>22</td>
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</tbody>
</table>

**LEGEND:**
- APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).
- WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.
- DENIED: Faculty for whom tenure was denied during the review process.
- DEFERRED: Faculty who were eligible to apply for tenure but deferred prior to applying for review.
- NOMINATED: Faculty for whom tenure is being recommended by the university.
1. Disparities related to race
As all applicants for tenure who applied were successful in the reporting year, there are no racial disparities in the success rate. However, by far the largest racial group to apply were White faculty, at 64% of the total (14 of 22), although they were only 48% (98/203) of the tenure-track pool in 2020 and 58% of the tenured faculty. 27% of the applicants were Asian and 9% identified as “two or more.” These are slightly higher percentages than represented in the tenured faculty (23% for Asians, 0% for “two or more”). There were no Hispanic or Black/African-American applicants. Only one of the deferred candidates is from an underrepresented group. Because of the small numbers of non-White or Asian faculty relative to any other racial/ethnic group, nothing can be concluded from these data regarding the presence of bias or barriers. There are likely large fluctuations in the percentage of successful underrepresented minority applicants as the outcome of one application (of only a few/year) will have an outsize effect.

2. Disparities related to gender
As with race, there were no disparities in success rates due to gender since all applicants in the reporting year were successful. Unlike the previous year, however, there were fewer female applicants (10) than male (12), and unlike the male applicants, where there was an equal number of Asian and White faculty, 90% of the female applicants were White. The university’s recent implementation of bias training for chairs, deans, and college tenure and promotion committees to assist in improving the disparate tenure outcomes for different genders and races may now be showing some success as all applicants, regardless of race or gender, were successful in their tenure applications this year.
B. UNIVERSITY GUIDELINES FOR EQUITABLE ASSIGNMENTS FOR INSTRUCTIONAL FACULTY

The text below is from the Florida International University Board of Trustees and The United Faculty of Florida-FIU Collective Bargaining Agreement 2018-2021, pp. 57-58:

(4) Equitable Opportunity. Each employee shall be given assignments that provide equitable opportunities in relation to other employees in the same department/unit, to meet the required criteria for tenure, promotion, successive fixed multi-year appointments, and merit salary increases.

1. (A) For the purpose of applying this principle to promotion, assignments shall be considered over the entire period since the original appointment or since the last promotion, not solely over the period of a single annual assignment. The period under consideration at this university shall not be less than four years.

2. (B) For the purpose of applying this principle to tenure, assignments shall be considered over the entire period of tenure-earning service and not solely over the period of a single annual assignment.

3. (C) If it is determined that an employee was not provided an equitable opportunity for tenure, as described in this section, the employee may be awarded an additional period of employment requiring the university to provide the equitable opportunity as described herein. In ensuing assignments, the Provost or designee must enforce the decision regarding equitable opportunity.
The data include the composition of the college-level Tenure and Promotion (T&P) committees for all colleges that award tenure. There is no university-level T&P committee. All but one of those, the College of Medicine, had tenure applicants in 2020-2021. The demographics of the tenured faculty in each department that had tenure applicants are also reported, as these are the faculty that vote on tenure decisions. There are no department-level T&P committees. Additionally, the School of Hospitality Management and Tourism and the College of Law have no departments. For Law, all tenured faculty serve on the college-level committee.

To ensure equitable evaluation of all faculty, FIU’s Office to Advance Women, Equity, and Diversity (AWED) initiated required STRIDE workshops for all college-level T&P committee members. The description of the program is provided in Part V and repeated here:

STRIDE Tenure and Promotion (T&P) Workshops: These workshops were developed to recruit, retain, and promote more women and minority faculty at FIU. This training was partially implemented in 2018-2019 and, beginning in 2020-2021, is now required for all College T&P committee members, Department Chairs, and Deans every five years. New committee members, department chairs, and deans should attend in their first year of appointment. Topics covered include implicit bias, stereotype threat, bias in student evaluations of teaching, types and amounts of service, and the cumulative effects on career progression of women and underrepresented minority faculty. Best practices in evaluating Faculty tenure and promotion application files are presented, including using rubrics tailored to ensure that a faculty member’s annual assignment is considered. Chairs are asked to pay special attention to service assignments and recognition for female and underrepresented minority faculty for the annual evaluations. These workshops were updated to include the MOU bargained with UFF to mitigate the effect of the pandemic on the evaluation of faculty scholarship, teaching, and service.

College-level committees: Of the 82 faculty who served on college-level committees in AY 2020-2021, 59% were male and 41% were female. Men were slightly underrepresented on the committees compared to their percentage of tenured/tenure-track faculty (68% in Fall 2020-Spring 2021 when the committees were meeting).
<p>| Type of Committee                                      | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| University Committee                                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| College of Communication, Architecture, &amp; the Arts   |   |   |   |   |   |   |   |   |   |   | 4 | 4 |   |   |   |   |   |   |   |   |
| Architecture                                           |   |   | 8 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Music                                                  |   |   | 10| 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| College of Engineering and Computing                  |   |   |   |   | 5 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Civil &amp; Environmental Engineering                     |   |   | 10| 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Mechanical &amp; Materials Engineering                    |   |   |   |   | 11 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| College of Nursing &amp; Health Sciences                  |   |   | 2 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Nursing Undergraduate                                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 0 | 3 |   |   |   |   |
| Occupational Therapy                                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| College of Public Health &amp; Social Work                |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 5 | 3 |   |   |   |   |
| Epidemiology                                           |   |   | 2 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| School of Social Work                                  |   |   | 2 | 0 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |</p>
<table>
<thead>
<tr>
<th>College of Arts, Sciences, and Education</th>
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<tbody>
<tr>
<td>Biology</td>
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<tr>
<td>Earth &amp; Environment</td>
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<tr>
<td>Teaching &amp; Learning</td>
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<tr>
<td>College of Business</td>
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<tr>
<td>Department of Global Leadership</td>
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<td>1</td>
</tr>
<tr>
<td>Management</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Info Systems and Business Analytics</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>College of Medicine</td>
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<td>3</td>
</tr>
<tr>
<td>School of Hospitality and Tourism</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Management</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>School of International and Public Affairs</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Public Policy and Administration</td>
<td>14</td>
<td>7</td>
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</tbody>
</table>
Correction to last year’s report: In last year’s report, 12 White men were mistakenly included as members of the College of Business T&P committee. This skewed the demographic results making it look as though there was an over-abundance of (White) men on T&P committees at the college level, and we noted that this was an area that needed improvement. With this year’s correct data, as noted above, this apparent over-representation was corrected.

For race/ethnicity, White is the group most represented compared to all tenured faculty on the college committees, with 62% of the committee being White vs. 58% of the tenured faculty university-wide. The next two most represented groups are Asian (20%) and Hispanic (18%). The percentage of Asian faculty on the committees is similar to their portion of all tenured university faculty at 23%, but Hispanics are overrepresented as they comprise only 12% of all tenured faculty. The representation of Black faculty on the committees is equal to their representation among university-wide tenured faculty at 5%.

Overall, the composition of the college-level T&P committees is approximately similar to that of the university’s tenured faculty, but White faculty are overrepresented compared to FIU’s tenure-track faculty. Care must be taken moving forward to ensure equitable support and evaluation of junior faculty through the tenure process to beware of unintentional biases or barriers that could impede their progress. In an equitable system, the demographics of these senior-level committees should eventually change to match that of the current junior faculty across the university.

The supportive programming FIU’s Office to Advance Women, Equity, and Diversity have put in place, such as the Faculty Mentoring Program and the STRIDE workshops, is aimed at achieving this goal, but this is a long-term effort. We continue to monitor both the faculty demographic data and faculty satisfaction through instruments such as the COACHE survey. An example of the success of this approach is the updating of all departmental, college, and university T&P guidelines that were implemented in 2019 because of a previous COACHE survey that revealed faculty confusion and dissatisfaction with the T&P process. The 2020 COACHE survey showed that these changes had a positive effect, as T&P was no longer an ‘area of concern.’

Department Committees: As noted above, these data consist of all tenured Faculty in departments that had tenure candidates in 2020-2021 – these are the faculty eligible to vote on T&P applications. As these are a subset of all tenured faculty, the percentages by gender are similar (within 2-3%), and most racial categories are as well. They deviate, however, from the demographics of the entire faculty body (including non-tenure track faculty), which have a higher percentage of women (44%) and underrepresented minorities – White faculty made up only 51% of all FIU faculty in the 2020-2021 year when tenure decisions for Fall 2021 were being made.
It should be pointed out that a large number of FIU’s faculty have participated in one or more of AWED’s faculty workshops about best practices in equitable faculty evaluations, so many of the tenured faculty who vote on tenure for their colleagues are likely to be aware of and use these practices.
FIU is committed to allocating funds to recruit and retain a diverse workforce and student population. In July 2020, the university established the Division of DEI as the Equity Action Initiative (EAI) recommended. The university leadership commissioned the EAI to identify issues of systemic racism, bias, and inequity at FIU and provide actionable steps to eradicate them. That work evolved into the Division of DEI. This division is supported by a budget and works with every unit within the university to identify and improve diversity, equity, inclusion, and belonging.

Within the Division of Academic and Student Affairs, the Office of Social Justice and Inclusion was established to work with students to empower social change; advocate for diversity and inclusion; educate for justice and equity, and act with empathy and impact. This division offers programs and resources such as Pride Center, the Women’s Center, Male Mentoring Initiative, Fundamentals of Social Justice micro-credential, Inclusive Language Guide, and scholarships.

The Office to Advance Women, Equity and Diversity (AWED) aims to achieve and sustain faculty equity and diversity as an essential element of FIU’s academic excellence. FIU’s Diversity Mentor Professor Program is a unique initiative to recruit multiple excellent STEM faculty to FIU. The latter has a history of and commitment to the mentorship of women and underrepresented minority students in STEM, particularly Hispanic and Black or African American students. Diversity Mentor Professors participate in FIU’s NSF-funded ADVANCE Institutional Transformation Projects focusing on increasing faculty diversity and inclusion, mentoring, advocacy, and leadership activities. Two faculty members were designated Diversity Mentor Professors as part of this program during Fall 2018.

In July 2020, the Division of DEI was created with a $1.4 million E&G budget allocation to ensure the institutional diversity, equity, and inclusion goals are intentionally set campus-wide and met. The $1.4M budget breakdown is as follows $1,057,502 for salaries, $61,259 for temporary employees, and for $300,337 expenses ($280,150 carry forward and $20,187 E&G). This budget helps to accomplish the equity components within our university-wide diversity, equity, and inclusion goals. Individual department budget plans include specific strategies and a budget allocation that support diversity and inclusion among faculty, staff, and students.
A. PRESIDENT’S EVALUATION

The university President’s performance is evaluated annually consistent with the provisions of his employment contract and Florida Board of Governors Regulation 1.001(5) (f). The process of assessing the President’s progress toward equity and diversity goals begins with the President’s self-evaluation of his annual goals submitted to the Board of Trustees (BOT) Chair. The BOT Governance Committee provided President Rosenberg with a written assessment of its evaluation. The committee presented its written assessment and recommended performance rating for the BOT Full Board for approval. Dean C. Colson, Chair of the BOT, led the President’s Management Review discussion during AY 2020-2021. June 16, 2021, a specific diversity, equity, and inclusion goal of “Significant events or milestones towards fostering a culture of belonging and eliminating disparities within the FIU community among underrepresented groups” was added to the President’s performance evaluation for the 2021-2022 reporting period.

The minutes from the Governance adoption can be found on the Board of Trustees webpage, as well as the minutes from the June 2021 FIU BOT Meeting that reflect President Rosenberg’s “Superior” performance rating.
B. TOP ADMINISTRATORS’ EVALUATIONS
FIU is privileged to have leaders within our community doing an amazing job embracing and actualizing diversity, equity, and inclusion initiatives. In part, it is because of leadership support and stated expectations by our most senior leadership. In keeping with the university’s commitment to drive change and elevate cultural consciousness toward achieving organization goals set within the (DEI Strategy, a guidepost for accountability among our FIU executive level administrators was set through the Executives’ DEI Accountability Plan. The goal is to lead by example as an extension of the transformative work that the FIU community is being asked to engage in.

Components of the Executives’ DEI Accountability Plan include:
- Complete a review of the DEI Launch (institutional mission and guiding values)
- View TED Talk by Paloma Medina—Let’s Stop Talking About Diversity (increase cultural competence)
- Identify a DEI Advocate for Division (institutional investment in continual learning)
- Read “Race Talk and the Conspiracy of Silence” by Derald Wing Sue (develop leadership expertise and make an institutional investment in continual learning)
- Annually review hires, promotions, terminations, retention, and reward strategies as well as demographic make-up (evaluation and assessment)
  a. Assess racial and gender gaps identified (evaluation and assessment)
  b. Establish an improvement plan for diversity, equity, inclusion, and belonging
- Create DEI initiative within Division/Unit/Office based on the outcome of analysis to address findings (Building trust and respect across stakeholder groups)
Special thanks to the following individuals for their contributions to the 2021 Equity Report:

**Division of Academic and Career Success**
Dr. Valerie Morgan, Director, Academic & Career Success
April Lewis, Associate Director of Academic Support Services

**Academic & Student Affairs**
Counseling & Psychological Services (CAPS)
Dr. Todd Lengnick, Director

**Housing & Residential Life (HRL)**
Andrew Naylor, Senior Director

**Health Promotion Services**
Mariela Gabaroni, Associate Director, Health Promotion Services

**Wellness and Recreation Center**
Dr. Brenezza Garcia, Associate Vice President, Student Health & Wellness
Thomas Giles, Program Coordinator
Sanyo Mathew, Assistant Vice President for Student & Academic Affairs

**Office of the Provost and Executive Vice President**
**Office of Planning and Finance**
Barbara Manzano, Associate Provost, Planning and Finance
Abilene Pinzon, Assistant Director of Academic Support Services

**Advance Women, Equity and Diversity (AWED)**
Dr. Suzanna Rose, Associate Provost
Dr. Caroline Simpson, Associate Director

**Office of Analysis and Information Management**
Dr. Hiselgis Perez, Associate Vice President

**Planning and Institutional Research**
Madelyn Cintron, Coordinator Statistical Research II
Maria Corrales, Data Analyst III
Dr. Yasmin LaRocca, Director, Institution Research
Athletics
Julie Berg, Senior Associate Athletic Director

Division of Enrollment Management & Services
Glenda Centeno, Senior Executive Assistant
Dr. Kevin Coughlin, Vice President for Enrollment and Management Services

Admissions
Jody Glassman, Director, University Admissions

Financial Aid
Francisco Valines, Director of Financial Aid

Scholarship
Laura Castillo, Senior Director for Enrollment, Planning & Scholarships

Transfer and Transition Services
Dr. Janie Valdes, Assistant Vice President

Diversity, Equity, and Inclusion (DEI)
Office of Diversity, Equity, and Inclusion
Dr. Emmanuele Bowles, Assistant Vice Provost, Diversity, Equity, and Inclusion
Ashney Francis, Program Coordinator
Laura Lopez-Ramos, Assistant Director, Marking and Communications, Diversity, Equity, and Inclusion

Diversity Council Policy Committee
Dr. Erica Caton, Director of Educational and Faculty Development, Center for the Advancement of Teaching, DEI Faculty Fellow, and DEI Policy Committee Lead

Division of Human Resources
Talent Acquisition & Management
Dr. Gail Hansen, Director, Talent Acquisition and Management
Joliett Vega-Klusevsek, Assistant Director, Talent Management Development

University Graduate School (UGS)
Dr. Lidia Kos, Associate Dean, University Graduate School and Associate Vice President, Research and Economic Development
Dr. Susan Webster, Assistant Dean, University Graduate School and Assistant Vice President, Research and Economic Development