

**FLORIDA DEPARTMENT OF
EDUCATION**

2005-2006

**STATE UNIVERSITIES
ANNUAL EQUITY UPDATES:**

**Equity Accountability Program
Florida Educational Equity Act
Gender Equity in Athletics**

Florida International University

June 30, 2006

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FLORIDA INTERNATIONAL UNIVERSITY

**EQUITY ACCOUNTABILITY
PROGRAM (EAP)**

F.S. 1012.65

2005-2006

Institution: Florida International University

**PART I
SUBMISSION OF POLICIES & PROCEDURAL REQUIREMENTS**

Please submit for review, all new or modified policies and procedures pursuant to FL Statutes Section 1000.05, The Florida Educational Equity Act, the FL Statutes Section 1012.95, Employment Equity Accountability Program, the Civil Rights Act & Title IX of the Education Amendments of 1972. Changes in the policies will be requested in subsequent years to this reporting period and in monitoring work plans. The OEA will review policies and procedural requirements to assess if they meet state and federal standards.

There were no new or modified policies within this reporting period.

Institution: Florida International University

**PART II
INCOMPLETE ITEMS OR PENDING ACTIONS**

Indicate below items that were incomplete at the time that the 2004-05 Annual Employment Accountability Plan (EAP) was submitted. Please note that, starting from the 2003-04 reporting period, the EAP became a part of the Annual Equity Act Update, which will comprise reporting requirements for The Florida Educational Equity Act and the Employment Equity Accountability Plan.

There were no incomplete or pending actions within this reporting period.

Institution: Florida International University

**PART III
UNIVERSITY EMPLOYMENT ACCOUNTABILITY PLAN**

A. 2004-2005 EAP PROGRESS UPDATE

ANALYSES OF PERSONNEL TRANSACTIONS

The university should report personnel transaction data for the 2004-2005 academic year from its internal personnel system by EAP category as follows: Senior-level (A&P Administrative; Academic Administrative-(Chairperson, Dean, Director, Librarian, and Executive) and Ranked Faculty- (Professor, Associate, Assistant, and Instructor positions).

According to Table B, Appendix 4B Revised, during the Academic Year 2004-2005, seventy-nine (79) female and minority employees were hired at the senior administrative level and varying faculty ranks throughout the university. Forty percent of the faculty hires and promotions were at the more senior, Associate/Professor levels. Of the twenty-eight EAP goal-designated female and minority hires and promotions listed on Table A, Appendix 4A Revised, due to increased recruitment efforts we achieved in eleven of the targeted areas, netting 24 actual hires and promotions. During the coming year we will continue to reevaluate these goals as reported in Table C, Appendix 4C Revised, and Appendix 2 (goals by faculty rank), to identify current under-represented groups.

Total Senior Level Administrative

The Senior Level Administrative category includes Administrative and Professional (A&P) employees generally at the Vice President, Associate, and Assistant Vice President levels. According to Table 5, Appendix 3, there were a total of 121 Senior Level Administrators in fall 2005, of which, 62 were Females, 17 were African Americans, 43 were Hispanics, and one Other Minority.

According to Appendix 1, Table 1, during 2004-2005, there were 26 Senior Level Administrative positions filled by either new hires or promotions. Females represented 13 or 50.0% and Minorities (African Americans, Hispanics, and Other Minorities) were 15 or 57.7%.

Total Academic Administrative

The Academic Administrative category includes Directors, Deans, Chairpersons, Librarians, and Executives. These positions are usually held concurrently with faculty rank. According to Table 5, Appendix 3, there were a total of 124 Academic

Administrators in fall 2005, of which, 46 were Females 7 were African Americans, 19 were Hispanics, and 9 were Other Minorities.

According to Appendix 1, Table 1, during 2004-2005, there were 10 positions filled by either new hires or promotions in the Academic Administrative category. Females constituted 4 or 40.0% and all Other Minorities constituted 3 or 30.0%.

Total Ranked Faculty

According to Appendix 3, Table 5, there were a total of 1,619 faculty members in fall 2005, of which, 531 were Females, 119 were African Americans, 226 were Hispanics, and 206 were Other Minorities.

According to Appendix 1, Table 1, during 2004-2005, there were 72 positions filled by either new hires or promotions in Ranked Faculty. Females represented 26 or 36.1%, African Americans represented 11 or 15.3%, Hispanics represented 14 or 19.4%, and Other Minorities represented 14 or 19.4%.

TENURE GRANTING ANALYSES

1. *The equity report shall also include the current rank, race, and gender of faculty eligible for tenure in a category. In addition, each university shall report representation of the pool of **tenure-eligible** faculty at each stage of the transaction process and provide certification that each eligible faculty member was apprised annually of progress toward tenure.*

See Appendix 5 for 2005-2006 Tenure-Eligible Candidates.

2. *Each university shall also report on the dissemination of standards for achieving tenure; racial and gender composition of committees reviewing recommendations at each transaction level; and dissemination of guidelines for equitable distribution of assignments.*

Standards for tenure and promotion are stated in the University Tenure and Promotion Manual. University policy requires that faculty be given assignments that provide an equitable opportunity to achieve tenure or promotion. See Appendix 6A, UFF tenure workshop announcement; 6B, fall 2005 tenure recipients; 6C, UFF promotion workshop announcement; and 6D, fall 2005 promotion recipients.

3. *Each university should provide information on the tenure nomination and approval processes, including the rank race and gender of faculty eligible for tenure by category; race and gender composition of the tenure nomination committee; and documentation showing that each eligible member was notified of such eligibility.*

On an annual basis, all tenure-earning faculty are apprised of progress towards tenure and all faculty receive annual evaluations. See Appendix 7A for 2005-2006 tenure nominations and tenure as a condition of employment. See 7B for university summary of tenure nominations. See 7C for departmental listing of faculty tenure nominations. See Appendix 7D for 2005-2006 promotion nominations. See 7E for university summary of promotion nominations. See 7F for departmental listing of faculty promotion nominations.

B. 2005-2006 EAP UPDATE (Goals)

2005-2006 PLAN UPDATE NARRATIVE

Each university shall provide a description of the process utilized to help ensure that the institution is making progress toward achieving its diversity goals as articulated in the EAP Update shall be included.

The university maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy that occurs in senior level, academic administrative and ranked faculty positions. The guidelines used for ensuring balanced and diverse membership on selection and review committees are described as follows:

The Office of Equal Opportunity Programs provides goals for each academic search, identifies those areas in which there is under representation of women and ethnic/racial minorities, and provides the orientation and goals for each search and screen committee. Before a departmental search and screen committee is appointed, the respective Dean notifies and reminds the employing department that the search and screen committee must have balanced and diverse membership.

GOALS FOR 2005-2006 EAP UPDATE

Each university should establish specific, measurable goals to increase the number of women and/or minorities in the positions which have been identified as under represented in the above staffing analyses.

Goals (2006) should be established only where under representation of minorities and/or females exists, by each EAP category (Senior-Level Administrative [A&P]; Academic Administrative – Chairperson, Dean, Director, Librarian, and Executive; and Ranked Faculty – Professor, Associate, Assistant, and Instructor positions), by Male, Female, White, African- American, Hispanic, and Other Minorities (includes Asian, Pacific Islanders, American Indians, and Alaskan Natives), based on the race and gender.

Each university may utilize goal placement and guidelines of the EEO categories 1 to 3 in their most recent Affirmative Action Plan to generate a summarized table which

indicates the specific measurable goals and the gender. However, the category and classification of the summarized table using relevant Affirmative Action Plan components should match the corresponding EAP category and classification in the EAP Update.

Table C, Appendix 4C Revised, identifies female and minority under-representation goals within specific areas for 2005-2006. Appendix 2, Column I of the EAP Standardized Data File reflects the projected goals of the previous year. Column M and Appendix 3, Table 5 reflect the projected goals for 2006 by faculty rank.

THE BUDGETARY INCENTIVE PLAN

The Budgetary Incentive Plan should be developed to support and ensure the achievement of the stated annual equity goals as indicated in the Section 1012.95(5), Florida Statutes. The plan should include how resources will be allocated, for what they will be used, and the amount to be allocated, along with a comparison of the amount allocated last year. Please see more details in the guidelines to the 05 Update.

The University has agreed to continue supporting the previous year's principles for allocation and use of resources for the Equity Accountability Plan. These are as follows:

- The Academic Affairs Budget Office has, in past years, set aside annually a minimum of three faculty positions to be used as a pool of *Window of Opportunity* lines. A "Window of Opportunity" hire was approved for the College of Business Administration, however, the candidate decided not to accept the University's offer. This fund will continue to be managed by the Academic Affairs Budget Office.
- Funds to ensure advertising of faculty positions in minority access publications will be centrally managed by the Academic Affairs budget office and allocated to the respective departments based on Position Vacancy Announcement (PVA) and Proposal for Academic Recruitment (PAR) approvals. Costs have been minimized due to the use of web-based recruitment tools and on-line job announcements with minority publications.
- Any funds to support the Summer Research Award Program will be centrally managed by the Vice President for Research, working closely with the Academic Affairs budget office.
- Academic Affairs will continue to support the leadership program for minority and female participants selected for the FIU Educational Enhancement Leadership Grant program each year. Anticipated allocations, compared to last year's allocations:

Estimated Expenditures	2005-2006	2006-2007
	Actual	Projected
Window of Opportunity Lines	*\$110,000	To be determined...
Faculty Advertising (est.)	\$ 15,000	\$ 15,000
Enhancement Leadership Grant	\$ 10,000	\$ 10,000

*Funds were unused because offer was declined.

C. SUMMARY OF RESULTS OF PRESIDENTIAL EVALUATIONS

Section 1012.95 (3)(b) Florida Statutes (F.S.), provides the university boards of trustees shall annually evaluate the performance of the university presidents in achieving the annual equity goals and objectives. A summary of the results of such evaluations shall be included as part of the annual equity progress report submitted by the university boards of trustees to the Legislature and the State Board of Education.

Goals:

1. Meet or exceed the Accountability Performance Goals
2. Complete the revision of all Human Resource Policies and Procedures
3. Complete the process of filling key executive positions

Outcomes:

1. According to Appendix 4, Table B, ten of the targeted goals were achieved; four Females, one African American, one Hispanic, and four Other Minorities faculty were hired or promoted into the targeted areas. Additionally, Table B reveals that overall hiring of females (21) and minorities (30) for a total of (51) exceeded the projected new hires and or promotions numerical goal of (24).

GOALS	TABLE	F	AA	H	OM*	TOTAL
2004-2005 Goals	Table A, Appendix 4A Revised	16	5	2	5	28
2004-2005 Total** Hires and Promotions	Table B, Appendix 4B Revised	34	9	23	13	79
2005-2006 Goals Update	Table C, Appendix 4C Revised	8	4	2	1	15

*Total hires and promotions provide summary information in targeted as well as non-targeted areas.

**OM (other minorities) – Includes: Asians, Pacific Islanders, American Indians, and Alaskan Natives.

The University continues to be successful in its overall strategy to enhance diversity within the upper-level administrative and faculty ranks of the University. Additional effort and attention will be devoted to making an impact on the

targeted areas of recruitment.

2. The University met its goal and completed revisions to all 71 policies. These revised policies were adopted in March 2005 by the Board of Trustees for the Police Benevolent Association and in June 2005 for all out-of-unit employees. Information sessions were held throughout both campuses to ensure clear and consistent communication.
3. The goal was met with the appointment of four high level administrators: Vice President for Student Affairs (Black Female), Vice President for Enrollment Services (White Female), University Controller (White Male), and Associate Vice President for Financial Planning (Hispanic Male).

D. SUMMARY OF RESULTS OF EVALUATION OF SELECTED STAFF

FIU has a comprehensive annual assessment program for all senior administrators. Each Chairperson, Dean, Vice Provost, and Vice President are required to file a work plan for the upcoming year and an accountability report for the previous year. The accountability report specifically reviews the goals set out in the work plan.

This review process takes place in a distributed authority and responsibility framework. Chairpersons meet with their Dean, Vice Provosts meet with the Executive Vice Provost, Deans and the Executive Vice Provost meet with the Provost, and the Provost and Vice Presidents meet with the President.

Strategic direction, including direction on meeting equity goals, flows in the opposite direction: from the President down through the respective layers to the Chairpersons. Meeting equity goals is always a component of accountability evaluation.

Because equity goals are important for the University, they are not discussed only in an annual evaluation. The responsible leaders review progress toward equity goals with each hire. If it appears an equity goal may not be met, the responsible leader meets with his or her superior at the time, rather than waiting for an annual review. This proactive approach means that we have not had unsatisfactory staff evaluations in this area.

The success shown in the overall University report could only be achieved through each person in a leadership role taking equity goals seriously in his or her suite of responsibilities and making sure that each person reporting to him or her does likewise.

FLORIDA INTERNATIONAL UNIVERSITY

**FLORIDA EDUCATIONAL EQUITY
ACT REPORT**

F.S. 1005.05

2005-2006

Institution: Florida International University

**PART IV
GRADUATE STUDENT PARTICIPATION**

This section of the report demonstrates the institution’s progress in achieving equal educational opportunity. The DOE will evaluate first-degree enrollment gaps, retention and graduation information based on 2003-2004 and 2004-2005 data. A comparison of the 2004 and 2005 data should show the progress being made for the targeted groups. Effective methods and strategies should reflect a positive change in the numbers from 2004-2005. Where progress is not shown, an explanation should be included as to why this is the case, and targeted methods and strategies should be developed and included in the report.

A. Strategies to Increase Graduate Enrollment Rates

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female
Fall 2004	566	1855	1336	1211	5074	-770	519	-125	2199	2801
Fall 2005	696	2112	1344	1222	5417	-648	768	-122	2229	3097
Change	130	257	8	11	343	122	249	3	30	296
% increase	23.0%	13.9%	0.6%	0.9%	6.8%	-15.8%	48.0%	-2.4%	1.4%	10.6%

Source: www.flbog.org

B. Strategies to Increase Graduate Completion Rates

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female
Fall 2004	219	747	495	68	1939	-276	252	-427	832	1147
Fall 2005	194	769	476	80	1923	-282	293	-396	771	1152
Change	-25	22	-19	12	-16	6	41	31	-61	5
% increase	-11.4%	2.9%	-3.8%	17.6%	-0.8%	2.2%	16.3%	-7.3%	-7.3%	0.4%

Source: www.flbog.org

A. Strategies to Increase Graduate Enrollment Rates

<p>Identification of under-represented group(s)</p>	<p>On a national basis, African Americans and Hispanics have been underrepresented at the graduate level. This is a long standing problem and is particularly acute in the STEM fields. African American enrollment increased by 130 students from Fall 2004 to Fall 2005 and the percentage of African Americans relative to the total number of incoming graduate students has increased from 11.3% to 13.5%, a welcome trend. For the same time interval the number of Hispanics entering our graduate school increased by 87 students and the percentages increased from 38.0% to 39.5% of the total incoming graduate students. Although historically, females were underrepresented in graduate school, this trend is changing nationally and the change is certainly obvious at FIU. Male enrollment grew by a scant 2 students while female enrollment grew by 145 students over the time interval described above. At present males comprise only about 41% of incoming graduate students at FIU.</p>
<p>Methods & Strategies to increase the number of under-represented groups</p>	<p>We note that Hispanic students are the majority at FIU. If we look at the percentage of Hispanic students entering the graduate school at FIU, we find that after excluding international students, the numbers are approaching what we would expect on the basis of the local graduate school aged population. This indicates that our general programs are working well for Hispanic students. The University Graduate School (UGS) has been increasing its outreach efforts to potential African American Students. We are active in the McKnight Scholars program which funds fellowships for African Americans. We have been active in outreach to the McNair Scholars at our own University and have also hosted several groups of McNair scholars from outside the University including most recently Morehouse College. In June, we shall host a McNair group from the University of California, Berkeley. We waive application fees for both McNair and McKnight applicants. We successfully recruited 4 McNair Scholars last year and currently have 3 McKnight Fellows in residence. We also participate in the Graduate Minority Opportunity Program which provides scholarship support for minority students We have also aimed our advertising at Universities and Colleges with substantial African American populations. These include advertising our open house in the student newspapers of Florida A&M University and Florida Memorial College. We have also sent recruiters to Florida A&M University and to Bethune-Cookman College.</p>
<p>Projected Goals for 05-06 in %</p>	<p>We expect Hispanic enrollment to increase at roughly the rate of increase of the total graduate student population and in fact this year it has increased substantially more rapidly (11.8% versus 7.6%). We are aiming to increase African American enrollment 2% faster than the general growth of our graduate student population to make up for their under-representation in graduate education. This year African American enrollment increased by 27% which was far above that for the total graduate student which increased by 7.6%. We do not expect a 27% yearly increase to be sustainable but are delighted by it. We note that the graduate enrollment of all males increased by only .2%, which is far lower than the general increase. We hope to address this problem by increased advertising and to raise the increase from 2% to 3%. This imbalance is not unique to FIU and is reflective of a decreasing male population in undergraduate programs nationally. We intend to increase our advertising aimed at both the general graduate student enrollment and at specific underrepresented groups and are in the process of hiring a recruiter for our permanent staff. Our ability to make maximal use of our recruiter and thus achieve our goals is tied to approval of our advertising budget.</p>
<p>Contact Person</p>	<p>Dr. Stephan L. Mintz, Interim Dean, University Graduate School</p>

B. Strategies to Increase Graduate Completion Rates

<p>Identification of under-represented group(s)</p>	<p>African American students make up 12.8% of the graduate student body and have a completion rate of 10.1% so that they are moderately below the average rates for program completion. Hispanics make up 38.9% of the graduate student body and have a 39.9% completion rate and exceed the average rates for program completion. Whites make up 24.8% of the graduate student population but have a 24.8% completion rate which is essentially what one would expect. If we turn to the situation for male versus female we find that the percentage completion rates for both are virtually identical to their representation within the graduate student population. Because the completion rate only takes into account the number of graduations in a given year, the trend at FIU to encourage students in masters programs to enter Ph.D. programs will tend to decrease the completion rates for a period of time. This is because Ph.D. degrees take substantially longer to complete than do masters degrees. From the current figures, African Americans have the lowest completion rates versus their numbers in the graduate school population but the differences are moderate.</p>
<p>Methods & Strategies to increase the number of under-represented groups</p>	<p>The University actively seeks to help students complete their programs in a timely manner. We provide a writing consultant and a statistical consultant who provide assistance to our graduate students on a no-cost basis. All doctoral students must meet with their committees at least annually and the committee must file a progress report with the graduate school. We limit support provided to masters students in order to encourage more rapid degree completion. These measures seem to be working well and we shall continue them.</p>
<p>Projected Goals for 04-05 in %</p>	<p>Our first goal is to increase the completion rates for all students. In the near term, a move towards enrolling students in doctoral programs rather than masters programs will lower the completion rates. Several programs in the health sciences are replacing all or part of their masters programs with professional doctorates. At FIU physical therapy and nursing are already doing this. The advent of these programs will also decrease completion rates. We also compare the completion rates with enrollment rates. We expect these to be comparable. In the case of African American students, the completion rate of 10.1% is moderately lower than their proportion of the student body, 12.8% and we need to address this problem. We expect to increase this completion rate by 1.0 to 2.0 %. We shall start by surveying our data to see if there are areas which might improve their completion rates and we shall work with the programs and their directors to achieve this goal. The completion rate for Hispanic students is 39.7% compared to a 38.9% enrollment rate and thus we have exceeded our target here. We become concerned if any group has a completion rate which lags their representation in the general graduate student population. We also instruct our program directors to contact the students who have left their programs while in good standing but who have not completed their degree requirements to urge their return and to obtain their reasons for leaving. We have also used direct mailings to contact these students to ask the same questions. We have found that reasons for leaving involved personal circumstances and were not indicative of systematic problems.</p>
<p>Contact Person</p>	<p>Dr. Stephan L. Mintz, Interim Dean, University Graduate School</p>

Institution: Florida International University

**PART V
UNDERGRADUATE STUDENT PARTICIPATION**

REPORT OF SELECTED UNIVERSITY EQUITY INDICATORS

A comparison of the 2004 and 2005 data should show the progress being made for the targeted groups. Effective methods and strategies should reflect a positive change in the numbers from 2004-2005. Where progress is not shown, an explanation should be included as to why this is the case, and targeted methods and strategies to address this should be included.

A. Undergraduate Students Enrollment Rates (FTICs)

B. Undergraduate Student Retention Rates

C. Undergraduate Student Graduation Rates

Updated with final 2004-2005 data on 11/4/2005. Next update 10/2006.

Source: www.flbog.org

**STRATEGIES TO INCREASE FTIC STUDENT ENROLLMENT RATES
(among under-represented groups only)**

A. Undergraduate Students Enrollment Rates (FTICs)

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female
Fall 2004	179	1178	389	80	1826	-210	+789	-309	895	931
Fall 2005	281	1660	547	119	2607	-266	1113	-428	1246	1361
Change	102	482	158	39	781	-56	324	-119	351	430
% increase	57%	40.9%	40.6%	48.8%	42.8%	26.7%	41.1%	38.5%	39.2%	46.2%

Identification of Under-represented Group(s)	African American and White non-Hispanic students
Methods & Strategies to increase the number of under-represented groups	<p>Success rates such as a 57% increase in African American students and a 40.6% increase in white non-Hispanic student enrollment indicate that our current strategies are working and will be continued for the upcoming class of 2006.</p> <p>We will continue to recruit vigorously in high schools with diverse enrollments and develop partnerships with high schools to facilitate college readiness. FIU strengthens efforts at the high school level through several programs targeting minority and low income students including Talent Search (6th through 8th graders) and Talent Search II (9th through 11th graders), Partners in Progress I (10th graders) and Partners in Progress II (11th graders), Upward Bound Program, College Reach Out – “Switch On” (a summer residential program for 9th graders), Gear-Up Program and Enlace Program. Workshops with parents will continue regarding college readiness. Efforts have been made to enhance scholarship opportunities and strengthen financial aid packaging to increase access to higher education. The University offers institutional scholarships such as Invitational Scholars and Golden Drum Scholars.</p> <p>Out-of-area recruitment activities will continue in our continued effort to offer a diverse learning environment for the benefit of all students.</p>
Projected Goals for 05-06 in %	Enrollment increase will continue for the under-represented groups with growth anticipated at a more conservative rate for 2006, projected to be between 1% and 2%.
Contact Person	Carmen Brown, Director of Admissions

B. Undergraduate Student Retention Rates

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female
Fall 2004	179	1178	389	80	1826	-210	+789	-309	895	931
Fall 2005	117	1002	280	70	1469	-163	722	-210	698	771
Change	-62	-176	-109	-10	-357	47	-67	99	-197	-160
% increase	-34.6%	-14.9%	-28%	-12.5%	-19.6%	-22.4%	-8.5%	-32%	-22%	-17.2%

Identification of under-represented group(s)	Black and White Non-Hispanic students are the students with the highest attrition rates among the under-represented groups.
Methods & Strategies to increase the number of under-represented groups	<p>Despite the relatively high attrition rate for African American students in Fall 05, further research shows that 5 of the 62 not enrolling for Fall term returned for Spring Term. Also noteworthy, the rate for full-time African American students is considerably higher at 85%, with 134 of the 158 full-time students returning for year two.</p> <p>Special university programs such as two-day orientation, First-Year Experience classes, and minority student services continue to assist students to enhance their levels of adjustment and achievement. A new program has been initiated this year (Fall 2005) called GradXPress, a program designed to increase retention and graduation rates by tracking and communicating with students on a semester-by-semester basis. Emails are sent to students still enrolled, but off track due to grades and/or credits completed. Telecounseling calls are made to students who do not register for the current major term, enabling immediate contact with attrited students. In addition, activities to educate students about retaining financial aid eligibility is expected to have an impact on the target populations. A new web-based network, Virtual Student Centers, will go live Fall 06 bringing information and academic assistance to students in a more user-friendly fashion. The network will allow students to locate study partners and tutors in any subject and work with other students online. Ementoring is also a major feature of the system.</p>
Projected Goals for 05-06 in %	Retention rates will increase for all student groups. An increase in retention for underrepresented groups is anticipated to be 1% - 2%.
Contact Person (s)	Dr. Kandell Malocsay, Director of Retention

C. Undergraduate Student Graduation Rates

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female
2003-04	643	2587	916	188	4861	-273	1671	-728	1868	2993
2004-05	624	2678	888	155	4862	-264	1790	-733	1877	2985
Change	-19	91	-28	-33	1	9	119	-5	9	-8
% increase	-3.0%	3.5%	-3.1%	-17.6%	0%	-3.3%	7.1%	-0.7%	0.5%	-0.3%

Identification of under-represented group(s)	African American and White non-Hispanic students
Methods & Strategies to increase under-represented groups	<p>African American students comprised 13% of the graduating class for 2004-2005 which is the FIU target establish by the Board of Trustees. However, efforts are under way to increase graduation rates and decrease time to graduation for all students with the expectation that under-represented groups will benefit significantly.</p> <p>GradXPress, a new program to increase student graduation rates and decrease time to graduation, should be especially helpful in improving rates for the underrepresented groups. Each semester, monitoring of progress will reveal students not meeting key milestones toward graduation. The program not only reaches out to students who have stopped or dropped out, but also identifies those struggling with academic performance, not completing sufficient credits each year, not declaring a major, and/or not passing the CLAST in a timely fashion. Through email and phone calls, students are directed to special assistance, both on-campus and online.</p>
Projected Goals for 05-06 in %	Rates for under-represented groups will increase by 3%.
Contact Person	Dr. Kandell Malocsay, Director of Retention

Institution: Florida International University

**PART VI
ONE FLORIDA INITIATIVE:
SELECTED UNIVERSITY CHALLENGES**

1. Provide an update of the programs, services and activities that are a part of the post secondary access initiative at your university. Please indicate the name and information of the contact person.

Talent Search (6th through 8th graders) and Talent Search II (9th through 11th graders):
Dr. E. George Simms, Director: 305-348-2446

Educational Talent Search is a TRIO program to serve middle and high school students. The program serves 600 students during the academic year and summer. It is a federally funded initiative to prepare students for college, an awareness and enrichment program. The program is located on FIU's Biscayne Bay Campus and serves 11 targeted middle and high schools in North Dade County.

Talent Search is in its fourth year at Florida International University, with an average cost of \$340/student. The approximate number of alumni of the FIU program is 80, with its number significantly increasing every year. Close to 70% of these students went onto pursue postsecondary education, well above the 54% of all low-income students who attempt postsecondary education nationwide and significantly above the 35% matriculation rate for the North Dade target high schools served by the grant.

The following are some highlights of the 2004 FIU Talent Search Annual Performance Report submitted to the U.S. Department of Education:

- 100% of the middle school students stated that being in Talent Search has made them improve their behavior and are more diligent in their academic pursuits.
- 91% of middle school students believe that they will obtain a college degree.
- 87% of middle school students who participated in the regular year stated that their knowledge of educational and career choices has grown since joining Talent Search.
- 93% of high school participants in the regular year components indicated that their study habits and motivation to gain admission to college has increased since being a part of Talent Search.
- 88% of the high school participants believe that they will obtain a college degree.
- 90% of the high school participants indicated that being a part of Talent Search has made them feel better about themselves and gave them a more positive outlook on their future.

Partners in Progress I (10th graders) and Partners in Progress II (11th graders):
Sofia Santiesteban, Director: 305-348-1745

Partners in Progress (PIP I and PIP II) is a pre-college initiative to recruit and retain high school students in FIU and Florida. Funding comes from a partnership with Miami Dade Public Schools and FIU. The program serves 400 students in the summer: 300 in PIP I rising 11th graders (SAT prep) and 100 in PIP II rising 12th graders (dual enrollment and SAT pre). Students admitted to FIU are admitted to the Invitational Scholars Program and received partial tuition scholarships and academic support for four years.

Upward Bound Program

Sofia Santiesteban, Director: 305-348-1745

Upward Bound is also a TRIO program funded by the USDOE. The contract serves 80 students in the academic year and 60 in a residential summer program. The program serves 110 students during the academic year and selects 60 for the summer. It serves 9th through 12th graders who are low-income and first generation in college and it is an enrichment program to prepare students for entry and success in college. The program is housed at University Park Campus.

College Reach Out – “Switch On” (a summer residential program for 9th graders)

Sofia Santiesteban, Director: 305-348-1745

College Reach Out (CROP) is a yearly and summer program. The Program provides services to 6th graders through 12th graders. CROP is part of the South Florida Consortium. The grant is submitted in partnership with MDC. FIU serves 250 students and MDC serves 350. FIU concentrates in South Dade; MDC serves North and Central Dade. CROP is funded through Florida DOE. In the summer, several programs are sponsored: CROP Summer Middle School, SWITCH-ON Residential, CROP Summer B (Math & Science nonresidential). These programs are housed at University Park Campus.

Center of Excellence (COE) is a foundation program (Florida Education Fund) to promote excellence among minorities of African American descent

Sofia Santiesteban, Director: 305-348-1745

Kathy-Ann Lewis, Assistant Director 305-348-2436

Each year, 20 students are inducted to the National Achievers Society in the spring and 20 in the fall. We start with 4th through 12th grade. In the summer, we have COE Summer Middle School North in BBC and COE Middle School South in UP, COE Math and Science North in BBC. In addition, we conduct a Black History Brain Bowl before the beginning of spring in concert with MDCPS. Usually we have 35 to 40 teams representing middle and high schools. Each team has seven participants. The winners represent the South Florida COE in Tampa and compete for the State championship. FIU participates and attends the State Summit in Tampa.

GEAR-UP Program

Robert Vos, Director of Biscayne Bay Programs: 305-348-6742

Gustavo Roig, Director of Homestead Programs: 305-348-3700

GEAR-UP is a federally funded initiative. FIU has three programs; two on the Biscayne Bay Campus and one in Homestead. The programs serve students from middle school through high school. All programs at FIU have summer components.

Biscayne Bay Program

The Greater Miami Urban Pact in the College of Education sponsors two GEAR-UP programs at the Biscayne Bay Campus. GEAR-UP EDISON is in its fourth year with the cohort of students in the tenth grade at Miami Edison Senior High School. The GEAR-UP EXPRESS program is in its seventh and final year with its students in the twelfth grade at Miami Central Senior High School. (While GEAR-UP is a five year program, GEAR-UP EXPRESS was awarded a sixth year of funding last year.) Our task is to assist the schools in preparing and encouraging the students for post secondary education. The stated charge of the programs are "to accelerate the academic achievement of cohorts of middle and secondary school at-risk students so that increasing numbers will graduate from high school, enroll and succeed in college." Students in both programs are engaged in similar activities that include tutoring – before, during, and after school, a Saturday Academy, a Summer Academy, job site visits, mentoring, local and statewide college tours, financial aid counseling, healthy lifestyles counseling, college fairs, health fairs, PSAT and SAT and/or FCAT preparation activities, as well as a host of speakers and other enrichment activities designed to keep them in school. Additionally parents are advised about college-going as well as financial aid opportunities for their child. Special interest workshops are held periodically for parents. GEAR-UP also provides professional development funds for school staff that might not otherwise be possible.

Homestead Program

During this last year, the program has been witness to many great achievements by the target group of students, both collectively and individually. The overall grade point averages of the students have shown statistically significant improvements. The scores obtained on the Florida Comprehensive Aptitude Test (FCAT), a statewide, standardized test for measuring academic improvement, have consistently improved since the first year. In fact, ASPIRA South Charter Middle School, initially graded as an 'F' school has improved to the point where this year's FCAT results (due out in late May) are expected to show the school has moved up to a 'B'. At Homestead Middle School, the school has achieved a high 'C' grading, up from a low 'D' initially. At South Dade Senior High School, the same results are expected this year: a 'C', up from a 'D' initially. At the time of this report, partial results from the 2005 FCAT tests show that all grade levels at all three schools have shown moderate to significant improvement on Writing scores (only writing scores for 8th and 10th grades are available).

Enlace Program

Gustavo Roig, Director: 305-348-3700

Enlace is a Kellogg Foundation initiative. The program also sponsors a summer program in Engineering. Its mission is to increase the representation of Hispanics in the university pipeline by providing programs and services to increase student achievement in the Miami coral Park Feeder Pattern schools. Sample programs include:

Math Tutoring: University students tutor K-12 students in mathematics at ENLACE Miami schools. Contact the ENLACE Miami Office for more information (305) 348-3714.

Reading Tutoring: University students who are trained by the America Reads program help K-12 students with reading comprehension at ENLACE Miami schools.

Science Tutoring: University students help K-12 students understand science concepts at ENLACE Miami schools.

Research Experience

Florida International University professors from different subject areas mentor, work with, and provide exposure to research labs to high school students in the 11th and 12th grades who are interested in pursuing a professional career in their fields. This service is offered at FIU's University Park Campus.

Dual Enrollment

11th and 12th grade students who qualify may enroll in College Credit Courses offered at their high school or at FIU for free, therefore, allowing them to receive college credit while they attend high school.

Aspira's Parents for Educational Excellence (APEX) Parent Training

Training program for parents of ENLACE students. This program provides parents with the tools to become more involved in their child's education as well as their own personal development. Contact Miriam Ortiz, Aspira of Florida, for more information, (305) 576-1512 Ext. 21.

Families Learning at School and Home (FLASH) Parent Training

A parent training program provided by FIU's College of Education to teach parents how to improve their English language and literacy skills, increase their involvement in their child's academic and personal lives. Contact Dr. Delia Garcia for more information (305) 348-3598.

K-Camp Summer Enrichment Program

Students in the 5th through 8th grades may attend a summer enrichment program at FIU. The goal of this program is to prepare students for the university experience. Contact the ENLACE Miami Office for more information (305) 348-3714.

2. For strategies identified in the 05 Update, describe indicators that would show the effectiveness of the programs in improving access to higher education. Describe the effectiveness of the alliances in creating opportunities for high school students to attend higher education institutions?

Our community benefits from the economic empowerment as more local students attend and graduate from college due to the continuity of our services. FIU has had long established positive relationships with our local community. Through these programs and other pre-college efforts, FIU can effectively engage the community and is better positioned to serve low income students. Talent Search, for example, has provided upward mobility for low-income students for several years and those students who have fully engaged in GEAR UP activities are doing better in school, have identified post-secondary goals, do better on high stakes tests, and have better attendance and less referrals.

3. What are the future plans that would improve the effectiveness of the alliances?

Continued funding for many of these programs is our biggest challenge. Despite these potential funding challenges, plans are ambitious for continued success. Our goal is to identify existing organizations or avenues that can provide the services necessary to continue to deliver significant academic preparation for the target group of students and schools. Overall, the target group of students and schools continue to improve in a variety of areas. Standardized test scores and average grade point averages continue to rise, along with attendance rates. Levels of motivation, enthusiasm, and aspiration have also increased. We will continue to monitor the effectiveness of these programs.

FLORIDA INTERNATIONAL UNIVERSITY

**GENDER EQUITY IN ATHLETICS
REPORT**

F.S. 1006.71

2005-0006

Institution: Florida International University

PART VII ISSUES IN ATHLETICS

In the 2005 Update, universities completed a self-review of athletics issues and the Compliance Verification Form provided. In addition, universities compiled information on full time directors and full-time coaches by race and gender. Universities should provide an update on the composition of the athletic staff and update their employment strategies. For the review, only universities that identified one or more areas as out of compliance and submitted a Corrective Action Plan to OEA need to give a status report on the Corrective Action Plan. For the 2006 Update, and in compliance with Florida Statutes, each university will identify one of three tests described below, by which they demonstrate compliance with Title IX.

- I. **Substantial Proportionality:** Focuses on the participation rates of men and women at an institution and affords an institution a “safe harbor” for establishing that it provides nondiscriminatory participation opportunities; or
- II. **History and Continuing Practice:** Examines an institution’s good faith expansion of athletic opportunities through its response to developing interests of the underrepresented sex at that institution; or
- III. **Fully and Effectively Accommodating Interests and Abilities of the Underrepresented Sex:** Considers if there are concrete and viable interests among the underrepresented sex that should be accommodated by an institution.

Note: (The source for the definitions for the three-part test is the Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test, U. S. Department of Education, Office for Civil Rights, The Assistant Secretary, January 1996.)

Each updated Plan will include assessments of gender equity in sports based on the test identified and will provide an assessment of the university’s compliance with Title IX. A comparison will be made of programs for men and women at each sports level Pursuant to FEEA Sections 1000.05(3) (d), and 1006.71 F.S. and the U. S. Department of Education Intercollegiate Athletics Policy Interpretation (Federal Register, Vol. 44, No. 239, December 11, 1979, 45 Code of Federal Register Part 26).

Sections of each updated Plan will be developed by the Athletic Department and/or the appropriate unit and will include action(s) necessary to obtain or maintain compliance with Title IX. Goals to be achieved, when appropriate, and the timeframe(s) will be specified.

The Athletic Department and/or the appropriate unit will submit its/their sections of the updated Plan to the University Title IX Coordinator and Title IX Committee for review.

The University Title IX Coordinator and/or Title IX Committee Chairperson will submit their assessment and recommendations to the Equal Opportunity (EO) Officer. The EO Officer will submit the updated Plan to the President with his/her recommendations.

Gender Equity Progress Report: The Gender Equity Progress Report covers the prior fiscal year and will be submitted as a part of the Equity Update by June 30 of each subsequent year. The Progress Report will include goals achieved, operating expenditures, and a comparison of the current and prior year's EADA report. The Progress Report submitted should include an assessment of the Title IX Committee Chairperson and/or the EO Officer of the university's progress in achieving the goals identified in the updated Plan.

In the 2005 Update, the Compliance Verification Form was signed by the athletics director, the Title IX Coordinator or Committee Chair, and the president of the University. Please note that, in accordance with Section 1006.71(1) (c) (d) F.S., each university board of trustees will annually evaluate the presidents on the extent of achievement of the Title IX goals. For the 2006 Update, signatures of the Athletics Director and the Title IX Coordinator or Title IX Committee Chair are required to verify continued compliance. If newly identified areas of non-compliance have been identified, the university should fill out corrective action plan table that is included in the report. Please note: Each university should include a statement to explain variations in numerical counts for full-time and half-time coaches.

Institution: Florida International University

**PART VII
ISSUES IN ATHLETICS**

A. Diversity in Athletic Program Administration and Leadership

This section is designed to compile information and data related to diversity among individuals currently employed as **full-time** athletic directors and full-time coaches. Please provide below the breakout of current employees in these job categories by race/ethnicity and gender. Indicate percentage change from fall 2004 to fall 2005.

Target Employees	Total # Full-Time Employees	W	B	H	A	O	M	F
*Directors:	11	8	2	1	0	0	8	3
<u>Coaches:</u>								
Women's Sports	15	11	4	0	0	0	4	10
Men's Sports	20	10	7	3	0	0	19	1
Total	46	29	13	4	0	0	31	14
Percentage Fall 2004		54.4	32.6	13.0	0.0	0.0	60.9	34.8
Percentage Fall 2005		63.04	28.26	8.70	0.0	0.0	67.39	30.43
Percentage change Fall 04 to Fall 05		+8.64	-4.34	-4.30	0.0	0.0	+6.49	-4.37

***Includes Associate and Assistant Directors.** Please note: Each university should include a statement to explain variations in numerical counts for full-time and half-time coaches.

This section is designed to compile information and data related to diversity among individuals currently employed as ***part-time** athletic directors and coaches. Please provide below the breakout of current employees in these job categories by race/ethnicity and gender.

Target Employees	Total # Part-Time Employees	W	B	H	A	O	M	F
Directors	0							
<u>Coaches:</u> Women's Sports	5	2	3	1	0	0	4	1
Men's Sports	8	4	2	2	0	0	8	0
Total	13	6	5	3	0	0	12	1
Percentage Fall 2004		60.0	13.3	26.7	0.0	0.0	93.3	6.7
Percentage Fall 2005		46.15	38.46	23.08	0.0	0.0	92.31	7.69
Percentage change Fall 04 to Fall 05		-13.85	+25.16	-3.62	0.0	0.0	-0.99	+0.99

*Include OPS employees

Employment Strategies

- a. List below strategies to develop and prepare women and racial minorities for promotional opportunities leading to employment as athletic directors and coaches:

Women and racial minorities in leadership positions are members of the senior executive team and are involved in all staff meetings and decision making processes as it relates to budgetary and personnel matters. These individuals are developed for promotional opportunities by supervising operating budgets and directly supervising head coaches and professional staff at the department head and assistant athletic director levels. Evaluation processes are on-going and including weekly one on one meetings, most of which include professional development and mentoring. Additional strategies include professional development workshops and seminars.

- b. Describe the search process for hiring **full-time coaches**:

All search processes are conducted under the supervision of the Department of Human Resources and EOP. The process includes face to face interviews with the Director of Athletics, Intercollegiate Athletics Senior Staff, Selected Fulltime Coaches, Faculty Athletic Council members and when appropriate members of the President's Executive Council and members of the outside community. Steps are taken to ensure that all applicant pools and the interviewers are balanced in respect to gender and race.

- c. Where search committees are utilized in the selection and hiring of **full-time coaches**, what steps are taken to ensure diversity on the search/selection committee(s)?

See above, section B. Once the interview committees are selected, they are verified by the Sr. Associate Athletic Director (Senior Women's Administrator) and the Faculty Athletic Representative for diversity in representation, with special emphasis on women and ethnic minorities.

- d. What efforts are made to encourage part-time coaches to apply for vacant positions as full-time athletic directors and coaches?

We have only thirteen part-time coaches. Part-time coaches are involved in all department meetings and informational seminars relating to NCAA Compliance. In essence, part time coaches are treated like full-time staff members and trained accordingly due to the fact that they are responsible for student-athletes and NCAA Compliance. If interested part time coaches are always interviewed and considered when a full time position opens.

- e. Specify media, including publications, agencies, organizations and networks utilized to identify qualified applicants as coaches and athletic directors:

Anytime a position opens, it is advertised nationally in the NCAA news and within the state of Florida University system. We send notices to every NCAA Division I Conference office and identify open positions to the Black Coaches Association.

- f. Describe modifications the institution will make to ensure greater diversity among individuals hired as athletics directors and full-time coaches.

We feel current practices are sensitive to and accommodate this practice.

B. Gender Equity in Athletics – Compliance Review and Corrective Action Plan

- a. In the 2004-05 Update, universities that were out of compliance in one or more components of the Athletics Self-Review completed a Corrective Action Plan. If your university filled out the corrective action plan, please indicate the status of the plan for this 2005-06 report.

Equipment and practice facilities for swimming and diving program were reported as out of compliance in the 2004-2005 assessment report. This issue and all associated concerns were addressed and corrected for this reporting period. See Appendix 10 note to Rick Mello and Julie Berg from Rosa Jones regarding the swim program.

As has been the case over the past several years in 2005-2006 the athletic department increased opportunities for female participation. Again this year the participation numbers increased for women and decreased for men. The Title IX language clearly indicates capping or dropping men's programs to improve women's rate of participation is not an acceptable means of complying with proportionality (1). To this end the Intercollegiate Athletic Department and the Office of Institutional Research will conduct a survey to assess if we are accommodating the interests and abilities of our population and to identify any unmet interest. If it is determined the interest is met we will continue, as opportunities arise, to expand the participation opportunities for women such as funding the two (2) additional scholarships that were approved for women's soccer by the NCAA Division I Management Council and Board of Directors beginning for the 2006-2007 academic year.

Compliance Review: 2004-05 Athletic Participation by Sport

COMPONENT 1: Varsity Teams	NUMBER OF PARTICIPANTS					
	# Males		# Females		Total	
	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
Baseball	27	29	0	0	27	29
Basketball	14	14	14	13	28	27
Golf	0	0	9	9	9	9
Softball	0	0	19	20	19	20
Swimming	0	0	16	21	16	21
Tennis	0	0	9	8	9	8
Track, Field & Cross Country	38	34	29	32	67	66
Volleyball	0	0	15	12	15	12
Soccer	24	25	23	24	47	49
Football	90	88	0	0	90	88
Total Participants	193	190	134	139	327	329
% of Participants	59.02	57.75	40.98	42.25		
Fall 2005 EF2A Enrollment	15,204	16,167	19,821	21,255	35,061	37,422
Percent	43.47	43.22%	56.53	56.78%		

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all universities offering intercollegiate sports; where there is disproportionality found between the rates at which women are enrolled full-time at the university and participate in intercollegiate sports.

Corrective Action Plan for Non-Compliance Component

If the fall 2005 full-time enrollment of women was greater than five percentage points above the representation of women participating in sports, describe below the university's plan to correct this disparity. Specify modifications proposed for 2006 and include a time line for completion of the Plan.

**4-YEARS PARTICIPATION AND ENROLLMENT
COMPARISON BY GENDER**

	Men 02-03	Femal e 02-03	Men 03-04	Female 03-04	Men 04-05	Female 04-05	Men 05-06	Female 05-06
Total Participants	202	115	206	135	193	134	190	139
% of Participants	63.72	36.28	60.41	39.59	59.02	40.98	57.75	42.25
Enrollment	14,663	19,136	14,389	19,195	15,240	19,821	16,167	21,255
%	43.38	56.62	42.84	57.16	43.47	56.53	43.20	56.80

SOURCE: Appendix 11

Even though the above table shows that the department has continuously increased the percentage of female participants, from 36.28 in 02-03 to 42.25 in 05-06, this component remains out of compliance due to the more than 5% gap between the percentage of participants and the percentage of female students enrolled in fall 2005. A survey will be conducted in June 2006 to assess if we are fully and effectively accommodating interests and abilities of the female constituents.

Corrective Action Plan for Non-Compliance Component

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Participation numbers	<p>An interest survey will assist in addressing the growth of our female participation.</p> <p>Male sport program numbers will be limited as indicated below as a step to insure that as opportunities for women are increased the male participation rate stays at a set level.</p> <p>Men's Soccer 24 Baseball 31 Track/CC 34 Football 99 Men's Basketball 15</p>	<p>Dr. Stephen Fain, Faculty Athletics Representative</p> <p>Mr. Rick Mello, Director of Athletics</p>	<p>June 2006</p> <p>August 1, 2006</p>

I/We hereby verify that the institution is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

Please check which of the two applies below

The above Corrective Action Plan has/will be implemented to bring the institution into compliance within the time frame indicated in the Plan. If already completed, indicate completion date.

OR

All items of the self-review as documented in the 2004-05 Update remain in compliance for 05-06.

Signature of the Athletic Director

Date

Review Completion Date

Signature of the Title IX Coordinator and/or Title IX Committee Chair

Date

Review Completion Date

- b. Indicate one of three tests by which they demonstrate compliance with Title IX.

At this time we are demonstrating compliance by a history and continuing to increase women's participation opportunities, evidenced by the addition of softball (1998), swimming (2002) and the annual increase of women's scholarships. We will also be conducting an interest survey to assess if we are accommodating the interests and abilities of our population and to identify any unmet interest.

- c. Each updated Plan will include assessments of gender equity in sports based on the test identified and will provide an assessment of the university's compliance with Title IX. A comparison will be made of men's and women's programs at each sports level.

2002-2006 have added significant scholarships for women's teams.

2006-2007 all women's programs are fully funded for scholarships at NCAA equivalency maximums.

2006-2007 adding 5 scholarships for women's teams (fully funding W. Track at 18).

2005-2006 added 4 scholarships for women's teams.

2004-2005 added 25 scholarships for women's teams for Division 1A requirements.

2002 added women's swimming (scholarships fully funded at 14 in 2006-2007).

1998 added women's softball (scholarships fully funded at 12 in 2005- 2006).

The goal of the University Title IX Plan has been met by fully finding all women's sports.

See Appendix 12, 2005 NCAA/EADA Report for detailed information regarding the athletic program.

COMPLIANCE VERIFICATION FORM

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. *[Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]*

IN COMPLIANCE NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. *[Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]*

IN COMPLIANCE NOT IN COMPLIANCE

3. Scheduling of games and practice times provide for equal opportunities. *[Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]*

IN COMPLIANCE NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. *[Section 1000.05(3)(d)(4); Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]*

IN COMPLIANCE NOT IN COMPLIANCE

5. Opportunities to receive coaching are provided in an equitable manner. *[Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]*

IN COMPLIANCE NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. *[Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]*

IN COMPLIANCE NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. *[Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41(c)(8)]*

IN COMPLIANCE NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams supports equal opportunity. *[Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]*

IN COMPLIANCE NOT IN COMPLIANCE

9. Support services are equitable for male and female teams.

[Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

IN COMPLIANCE NOT IN COMPLIANCE

10. Provision of housing, dining facilities and services provide equal opportunity.

[Section 1000.05(3)(d)(9), F.S.; Rule 6A-19.004(12), FAC; Title IX: 106.41(c)(9)]

IN COMPLIANCE NOT IN COMPLIANCE

11. Recruitment of student athletes is conducted in a manner which provides equal opportunity. *[Rule 6A-19.004(13), FAC; Title IX: 106.41 (a)]*

IN COMPLIANCE NOT IN COMPLIANCE

12. Recruitment, assignment and compensation of tutors is equitable.

[Rule 6A-19.004(14), FAC; Title IX: 106.41(c)]

IN COMPLIANCE NOT IN COMPLIANCE

13. Financial aid is awarded to athletes in a manner which provides equal opportunity.

[Rule 6A-19.005, FAC; Title IX: 106.37(c)]

IN COMPLIANCE NOT IN COMPLIANCE

14. Modes of transportation and travel and per diem allowances are provided in an equitable manner. *[Section 1000.05(2), F.S.]*

IN COMPLIANCE NOT IN COMPLIANCE

15. Titles and descriptions of extracurricular activities are free of bias.

[Section 1000.05(3)(d)(1), F.S.; Title IX: 106.9 (b)]

IN COMPLIANCE NOT IN COMPLIANCE

16. Equipment and supplies are adequate for the needs and suitable for the services of all extracurricular activities. *[Section 1000.05, F.S.]*

IN COMPLIANCE NOT IN COMPLIANCE

17. Criteria for participation in extracurricular activities are free of bias.

[Section 1000.05, F.S.]

IN COMPLIANCE NOT IN COMPLIANCE

18. Extracurricular meetings and practices are scheduled at times when all students can participate. *[Section 1000.05(3)(c)(3), F.S.]*

IN COMPLIANCE

NOT IN COMPLIANCE

We hereby verify that the institution is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

Signature, Athletic Director

Date

Signature, President

Date