

FLORIDA A&M UNIVERSITY

FLORIDA EQUITY REPORT ENROLLMENT, SEX EQUITY IN ATHLETICS & EMPLOYMENT

REPORTING YEAR: 2015-2016
DATA YEAR: JUNE 2014 - JULY 2015



Approved by University Board of Trustees (or designee):

[Handwritten Signature]

Signature and Date

Approved by University President:

[Handwritten Signature] 9/15/16

Signature and Date

Submitted by: Carrie M. Gavin, Director, 674 Gamble Street Tallahassee, FL 32307, 850 599 3076, carrie.gavin@famn.edu

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**Florida Educational Equity Act Report
Florida Agricultural and Mechanical University
Part I: Executive Summary
Data Years: 2014-2015**

INTRODUCTION

The Florida Educational Equity Act (FEEA) report, often referred to as the Equity Accountability Plan, must be submitted annually to the Florida Board of Governors. Each public state university submits this report, which encompasses information relating to equity policies; academic reviews; student services assessment; gender equity in athletics; employment; and tenure.

EQUITY POLICIES

Included in this report are the Non-Discrimination Policy Statement and the Chief Operating Officer's Statement on Equity. These documents reflect the University's commitment to equity for the entire University.

ACADEMIC REVIEWS

The academic review consisted of the following areas:

1. Full-time First Time In College (FTIC) Enrollment for Fall 2014 was 1,388. The number for Fall 2015 was 1,591
2. Full-time Florida State College Transfers for Fall 2014 was 351. The number for Fall 2015 was 340.
3. Retention of full-time FTIC students entering Fall 2014 (1,388) and continuing after one year were 1,191 or 85.8%.
4. Graduation rate of full-time FTIC students entering Fall 2009 and continuing into Fall after six years is 38.6%. The percent retained after six years is 48.1%.
5. Bachelor's Degrees Awarded:
1,560 in 2013-2014
1,507 in 2014-2015
6. Master's Degrees Awarded:
277 in 2013-2014
231 in 2014-2015
7. Doctoral Degrees Awarded:
23 in 2013-2014
21 in 2014-2015
8. First Professional Degrees Awarded:
312 in 2013-2014
332 in 2014-2015

To address the above-referenced numbers, FAMU has implemented the following strategies: upgraded the technological infrastructure to offer distance learning programs; programs and/or certificates are being offered online; online programs have generated additional revenue to assist student programs and to improve retention and graduation rates; increased student participation in the First and Second-Year Experience programs; enhanced faculty/advisor development and utilization of technology to assist in monitoring students' progress; established mandatory freshman course (SLS) and curriculum specific colloquium; established an undergraduate Student Success Committee; developed effective and targeted methodologies and procedures for academic advisors; use Tuition Differential Account to assist students with demonstrated needs; and reduced class sizes when appropriate. Our Living and Learning communities have had a positive impact on student success.

STUDENT SERVICES ASSESSMENT

The Division of Student Affairs consists of the Admissions Office, Campus Safety and Security, Center for Disability Access and Resources (CeDAR), Counseling and Assessment, Housing, Office of Student Conduct and Conflict Resolution, Educational Research Center for Child Development, Ombudsman, Presidential Scholars, Student Activities, Student Health Services, Student Orientation, Campus Recreation Center, Veterans Affairs, and University Recruitment. All departments within the Division operate in an equitable manner without regard to race, religion, color, age, disability, sex, marital status, national origin, veteran status, sexual orientation, gender identity, and gender expression as prohibited by state and federal statutes.

GENDER EQUITY IN ATHLETICS

The review of Athletics included the following areas:

- *sports offerings
- *participation rates of athletics
- *availability of facilities
- *scholarship offerings
- *funds allocated to overall program
- *equipment and supplies
- *scheduling of games and practices
- *tutoring opportunities
- *compensation of coaches
- *medical and training services
- *housing and dining facilities.

FAMU Athletics is focused on increasing revenue and improving the student-athlete experience with an emphasis on "Building Champions." We are focused on enhancing needs in the areas of sports medicine, academic advisement, and strength and conditioning. The Athletics administration is also developing plans to ensure that adequate facilities are available to all student-athletes for athletic participation and academic preparation through the implementation of a capital campaign and reorganization of academic space. For the 2014-2015 academic year to present, the athletic department had four (4) athletic trainers and four (4) academic advisors to service 300 plus students. Strategic focus on Football revenue, our annual and capital giving campaigns, and ticket sales are at the center of our strategy to fund Title IX initiatives.

EMPLOYMENT

During the past six years, the University has suffered budget cuts. These budget cuts have affected our employment numbers in all areas except for tenured faculty. The numbers for tenured faculty increased, in part, because when tenure is granted to our tenure-earning faculty the numbers for this same group decreases. The employment numbers are reflected below:

1. Tenured faculty increased from 247 to 307 between Fall 2014 and Fall 2015. This was a percentage change of 24.3%.
2. Tenure-earning faculty decreased from 140 to 89 between Fall 2014 and Fall 2015. This was a percentage change of -36.4%.
3. Non-tenured earning faculty decreased from 161 to 151 between Fall 2014 and Fall 2015. This was a percentage change of -6.2%.
4. Employees in the Executive/Administrative/Managerial classes decreased from 321 to 314 between Fall 2014 and Fall 2015. This was a percentage change of -2.2%.

TENURE

Also included in this report are charts showing the racial and gender composition of the persons that applied for tenure in 2014-2015, and the composition of tenure committees by colleges and schools. In 2014-2015, five males (five African Americans) applied for tenure and five were nominated for tenure by the University. In the same year, eight females (five African Americans, one Hispanic, one Asian and one White) applied for tenure and eight were nominated for tenure.

CONCLUSION

We continue to secure millions in grants for our research projects. Professors continue to be recognized for their academic achievements. Students are interning and receiving prominent job offers and many are pursuing graduate degrees. Athletic teams are winning and student athletes are thriving in the classroom. The University remains committed to equity in all arenas of the campus.

Part II: Policies and Procedures in Support of Equity

It is the policy of Florida A&M University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, sexual orientation, gender expression, gender identity, national origin, or veteran status as prohibited by State and Federal Statutes. This shall include applicants for admission to the University and employment.

Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University's Equal Opportunity Programs/Equity Officer/Title IX Officer.

Mrs. Carrie M. Gavin, Director
Florida A&M University
Equal Opportunity Programs/Labor Relations
674 Gamble Street
Tallahassee, FL 32307

Phone: (850) 599-3076/3219(Voice)
(850) 561-2997 (Fax)
(850) 561-2998 (TDD)

Florida Agricultural and Mechanical University's regulations are available on the Board of trustees' website at www.famu.edu/index.cfm?a=regulations.

- 2.001 Housing
- 2.006 Counseling Services
- 2.008 Health Services
- 10.103 Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures
- 10.105 Recruitment, Selection and Employment of University Faculty, Administrative and Professional, Executive Services, USPS and OPS Employees
- 10.107 Employment of non-U.S. Citizens
- 10.109 Faculty, Administrative and Professional and USPS Employee Promotion
- 10.112 Consensual Relationships
- 10.114 Learning Opportunities

Non-Discrimination Policy Statement

As President of Florida A&M University, I sincerely support all University goals of equity, equal opportunity and affirmative action. It is the policy of Florida A&M University that each member of the University community be permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, sexual orientation, gender expression, gender identity, national origin, or veteran status as prohibited by State and Federal Statutes. Organizations using the University's facilities, support or services must assure that they do not illegally discriminate in their membership with respect to race, religion, color, age, disability, sex, marital status, sexual orientation, gender expression, gender identity, national origin and veteran status. It generally applies to employers with 15 or more employees, including federal, state, and local governments. This commitment applies to all areas affecting students, faculty, executive service, Administrative and Professional (A&P), University Support Personnel System (USPS) and other Personnel Services (OPS) employees. It is also relevant to the University's selection of contractors, to suppliers of goods and services, and any employment conditions and practices.

For additional information about the definition of discrimination and harassment, procedures for filing a complaint, and what constitutes retaliation, please contact the University's Equity Officer:

Mrs. Carrie M. Gavin, Director
Florida A&M University
Equal Opportunity Programs/Labor Relations
674 Gamble Street
Tallahassee, FL 32307

Phone: (850) 599-3076/3219 (Voice)
(850) 561-2997 (Fax)
(850) 561-2998 (TDD)

Signed by: *Elmira Mangum*

FAMU is an Equal Opportunity/Equal Access University

Florida Equity Report
 Florida A&M University
 Part III: Academic Reviews
 2014-2015

Table 1. First-Time-In-College Enrollment, Fall 2015, Fall 2014, and Fall 2010

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	1	465	0	1	13	0	20	32	0	532
Women	6	892	0	4	22	0	16	119	0	1059
Total FTIC Fall 2015	7	1357	0	5	35	0	36	151	0	1591
Category % of Total Fall 2015	0.44%	85.29%	0.00%	0.31%	2.20%	0.00%	2.26%	9.49%	0.00%	100.00%
Total FTIC Fall 2014	5	1305	0	6	17	1	49	5	0	1388
Category % of Total Fall 2014	0.36%	94.02%	0.00%	0.43%	1.22%	0.07%	3.53%	0.36%	0.00%	100.00%
Total FTIC Fall 2010	1	2624	8	14	9	0	46	0	0	2702
Category % of Total Fall 2010	0.04%	97.11%	0.30%	0.52%	0.33%	0.00%	1.70%	0.00%	0.00%	
Percentage Change in number from Fall 2010 to Fall 2015	0.40%	-11.82%	-0.30%	-0.20%	1.87%	0.00%	0.56%	9.49%	0.00%	

Source: IPEDS Part A, Fall Fall enrollment by race, ethnicity, and gender, column 2, Full-time, transfer in students.

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More Race (≥Two); Unknown (Unk)

Florida Equity Reports
 Florida A&M University
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 2014-15

Table 2. Florida Community College A.A. Transfers, Fall 2015 (and Summer Continuing into Fall), Fall 2014, and Fall 2010

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2015	6	271	1	2	14	0	38	8	0	199	141	340
Category % of Total Fall 2015	1.76%	79.71%	0.29%	0.59%	4.12%	0.00%	11.18%	2.35%	0.00%	58.53%	41.47%	100.00%
Total Fall 2014	3	293	1	0	6	0	48	0	0	211	140	351
Category % of Total Fall 2014	1.71%	83.48%	0.28%	0.00%	1.71%	0.00%	13.68%	0.00%	0.00%	60.11%	39.89%	100.00%
Total Fall 2010	6	429	6	9	1	0	41	1	0	282	211	493
Category % of Total Fall 2010	1.22%	87.02%	1.22%	1.83%	0.20%	0.00%	8.32%	0.20%	0.00%	57.20%	42.80%	100.00%
Category % Change from 2010 to 2015	0.54%	-7.31%	-0.93%	-1.24%	3.92%	0.00%	2.86%	2.15%	0.00%	1.33%	-1.33%	

Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender, Column 2 Full-time, transfer in students.

Legend: Non-Resident-Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More Race (>Two); Unknown (Unk)

Florida Equity Report
 Florida A&M University
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 2014-2015

Table 3. Retention of Full-Time FTICs Entering Fall 2014, or Summer 2014 and Continuing into Fall, After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Cohort	5	1305	0	6	17	1	49	5	0	871	517	1388
Category % of Total	0.36%	94.02%	0.00%	0.43%	1.22%	0.07%	3.53%	0.36%	0.00%	62.75%	37.25%	100.00%
After 1 year	3	1129	0	6	10	1	38	4	0	773	413	1191
Retention Rate	60.00%	86.51%	0.00%	100.00%	58.82%	100.00%	77.55%	80.00%	0.00%	88.75%	79.88%	85.81%

Source: Student Data Course File. FTICs who matriculated in Fall 2014, plus those FTICs who matriculated in Summer 2014 and enrolled in Fall 2014.
 Second year retention includes students enrolled between (inclusive) 201508 and 201601

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More Race (≥Two); Unknown (Unk)

Table 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2009, or Summer 2009 and Continuing into Fall After Six Years

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
Cohort	5	2275	0	23	33	0	24	0	0	1429	931	2360
Category % of Total	0.21%	96.40%	0.00%	0.97%	1.40%	0.00%	1.02%	0.00%	0.00%	60.55%	39.45%	100.00%
After 6 Years	0	453	0	14	5	0	4	0	0	275	201	476
Number of Graduates	5	876	0	14	11	0	7	0	0	584	329	913
Percent Graduated	100.00%	38.51%	N/A	60.87%	33.33%	N/A	29.17%	N/A	N/A	40.87%	35.34%	38.69%
Category % Graduated	0.55%	95.95%	N/A	1.53%	1.20%	N/A	0.77%	N/A	N/A	63.96%	36.04%	100.00%
Number Retained	5	1094	0	15	12	0	8	0	0	709	425	1134
Percent Retained	100.00%	48.09%	N/A	65.22%	36.36%	N/A	33.33%	N/A	N/A	49.62%	45.65%	48.05%

Source: Retention File

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More Race (≥Two); Unknown (Unk)

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 Florida A&M University
 Part III: Academic Reviews
 2014-2015

Table 5. Bachelor's Degrees Awarded, AY 2014- 2015, AY 2013-2014, and AY2009-2010

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2014-2015										
Male	6	534	0	2	9	0	18	0	0	569
Female	4	898	2	2	8	0	22	2	0	938
Total	10	1432	2	4	17	0	40	2	0	1507
Category % of Total	0.66%	95.02%	0.13%	0.27%	1.13%	0.00%	2.65%	0.13%	0.00%	100.00%
AY 2013-2014										
Male	8	563	1	2	6	0	21	0	0	601
Female	9	912	0	3	8	0	26	1	0	959
Total	17	1475	1	5	14	0	47	1	0	1560
Category % of Total	1.09%	94.55%	0.06%	0.32%	0.90%	0.00%	3.01%	0.06%	0.00%	100.00%
AY 2009-2010										
Male	9	451	0	4	6	0	27	0	0	497
Female	5	714	1	3	6	0	15	0	0	744
Total	15	1165	1	7	12	0	42	0	0	1242
Category % of Total	1.21%	93.80%	0.08%	0.56%	0.97%	0.00%	3.38%	0.00%	0.00%	100.00%

Source: IPEDS Completions 2015-2016, 2014-15, and 2010-11 reports (degrees awarded AY 2014-2015, AY2013-14, and AY 2009-10), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99,0000, all disciplines.

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More Race (>Two); Unknown (Unk)

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 Florida A&M University
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Table 6. Master's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010

	NRA	B	AI/AN	A	H	NH/OPI	W	>Two	UNK	TOTAL
AY 2014 - 2015										
Male	0	70	0	4	15	0	35	0	0	124
Female	0	152	0	2	0	0	1	0	0	155
Total	4	221	0	2	2	0	2	0	0	231
Category % of Total	1.73%	95.67%	0.00%	0.87%	0.87%	0.00%	0.87%	0.00%	0.00%	100.00%
AY 2013 - 2014										
Male	4	84	1	0	1	0	2	0	0	92
Female	9	170	0	2	3	0	1	0	0	185
Total	13	254	1	2	4	0	3	0	0	277
Category % of Total	4.69%	91.70%	0.36%	0.72%	1.44%	0.00%	1.08%	0.00%	0.00%	100.00%
AY 2009 - 2010										
Male	6	89	0	1	1	0	6	0	0	103
Female	2	219	0	0	0	0	17	0	0	238
Total	8	308	0	1	1	0	23	0	0	341
Category % of Total	2.35%	90.32%	0.00%	0.29%	0.29%	0.00%	6.74%	0.00%	0.00%	100.00%

Source: IPEDS Completions 2015-2016, 2014-15, and 2010-11 reports (degrees awarded AY 2014-2015, AY 2013-14, and AY 2009-10), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More Race (>Two); Unknown (Unk)

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Table 7. Doctoral Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2014-2015										
Male	0	4	0	0	0	0	0	0	0	4
Female	0	16	0	0	0	0	1	0	0	17
Total	0	20	0	0	0	0	1	0	0	21
Category % of Total	0.00%	95.24%	0.00%	0.00%	0.00%	0.00%	4.76%	0.00%	0.00%	100.00%
AY 2013-2014										
Male	2	7	0	1	1	0	1	0	0	12
Female	0	11	0	0	0	0	0	0	0	11
Total	2	18	0	1	1	0	1	0	0	23
Category % of Total	8.70%	78.26%	0.00%	4.35%	4.35%	0.00%	4.35%	0.00%	0.00%	100.00%
AY 2009-2010										
Male	3	2	0	1	0	0	0	0	0	6
Female	1	8	0	0	0	0	0	0	0	9
Total	4	10	0	1	0	0	0	0	0	15
Category % of Total	26.67%	66.67%	0.00%	6.67%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Source: IPEDS Completions 2015-2016, 2014-2015, and 2010-11 reports (degrees awarded AY 2014-2015, AY 2013-14, and AY 2009-10), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Legend: Non-Resident Alien (NRA); Black (B); American Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More Race (≥Two); Unknown (Unk)

Florida Equity Report
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 2014-2015

Table 8. First Professional Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2014-2015										
Male	0	70	0	4	15	0	35	0	0	124
Female	1	155	0	18	10	3	20	1	0	208
Total	1	225	0	22	25	3	55	1	0	332
Category % of Total	0.30%	67.77%	0.00%	6.63%	7.53%	0.90%	16.57%	0.30%	0.00%	100.00%
AY 2013-2014										
Male	1	75	1	8	9	0	35	1	0	130
Female	0	125	0	5	15	0	35	2	0	182
Total	1	200	1	13	24	0	70	3	0	312
Category % of Total	0.32%	64.10%	0.32%	4.17%	7.69%	0.00%	22.44%	0.96%	0.00%	
AY 2009-2010										
Male	0	61	1	8	9	0	26	0	0	105
Female	0	144	1	7	15	0	25	0	0	192
Total	0	205	2	15	24	0	51	0	0	297
Category % of Total	N/A	69.02%	0.67%	5.05%	8.08%	0.00%	17.17%	0.00%	0.00%	

Source: IPEDS Completions 2015-2016, 2014-2015, 2010-2011 reports (degrees awarded AY 2014-2015, AY 2013-2014 AY 2009-2010), GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More Race (≥Two); Unknown (Unk)

Florida Equity Report
Florida A&M University
2015-16
Part IIA Student Assessment

The Division of Student Affairs at Florida A&M University Continues to recruit and enhance educational experiences of the student. Diversity and equal opportunity is encouraged in aspects of its programs. The Division of Student Affairs consists of the Office of Admissions and Enrollment Management, the Office of Financial Aid, New Student Orientation, Campus Safety and Security, Center for Disability Access and Resources (CeDAR), Counseling Services, Career Services, University Housing, Office of Student Conduct and Conflict Resolution, Educational Research Center for Child Development, Ombudsman, Presidential Scholars, Student Union, Student Activities, Student Health Services, Campus Recreation Center, Veterans and Military Affairs, and Federal TRIO Programs. All departments within the Division operate in an equitable manner without regard to race, religion, color, age, disability, sex, marital status, national origin, veteran status, sexual orientation, gender identity, and gender expression as prohibited by state and federal statutes.

Each department emphasizes equity accountability in all programming efforts, to name a few:

- The Office of Admissions and Enrollment Management continues to evaluate applicant files and serve a diverse student population while maintaining the integrity of the admissions process, ensuring efficient and consistent evaluation of credentials.
- The Campus Recreation area provides a comprehensive and innovative program of recreational, leisure and fitness activities; encouraging student participation and the development of leadership skills; meeting the needs of a multicultural institution; and fostering the spirit of teamwork, holistic living, and good sportsmanship.

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Florida A&M University
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Part IIA Student Assessment

- The Office of Counseling Services exemplifies and seeks to foster within those whom they serve the following values: courage, diversity, ethics, excellence, respect, scholarship, and service.
- The Office of Financial Aid strives to provide access to financial resources in a fair, sensitive and confidential manner; to inform and educate students and their families about their financial options; and, to continually improve the services so that students may take full advantage of their educational opportunities.
- The Department of University Housing continues to promote a safe, clean service-oriented, efficiently managed, nurturing living learning environment that is conducive to students' academic pursuits and personal growth while fostering sense of community, civic responsibility, and an appreciation and diversity.
- The Department of Campus Safety and Security provides quality services to our community by promoting a safe environment through student and staff interaction with emphasis on integrity, fairness, and professionalism.
- The University Scholarship Program enhances the academic, professional and personal development of each scholar, as they strive to meet their academic and professional goals upon completion of the undergraduate degree.
- The Center for Disability Access and Resources provides supportive services to students with disabilities to enhance their skills for personal, academic and professional growth. Additionally, a sense of empowerment is fostered in students with disabilities by educating them about their legal rights and responsibilities so they can make informed choices, be critical thinkers, and self-advocates. The Center ensures that students with disabilities are smoothly integrated into educational environment and are reasonably accommodated when necessary.

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Part IIA Student Assessment

- CeDAR is also a participant in the Theodore R. and Vivian M. Johnson Scholarship program. The Johnson Scholarship is a need-based scholarship program for undergraduate, degree-seeking students with disabilities attending FAMU. The Theodore R. and Vivian M. Johnson Scholarship is supported by the Johnson Scholarship Foundation.
- The Student Health Services Center, in collaboration with the Office of Student Conduct and Conflict Resolution and the Office of Counseling Services was recently awarded a three-year \$300,000 grant from the Office of Violence Against Women (OVW). This grant program is designed to develop the nation's capacity to reduce domestic violence, dating violence, sexual assault, and stalking by strengthening services to victims. The goals of the Florida Agricultural and Mechanical University (FAMU) Project Safe program are to strengthen the coordinated community response to violence against women, increase access to Office of Violence against Women programming for women of color, and maintain the visibility of violence against women as a critical issue for the over 10,000 students on the FAMU campus. The three-year program engages the campus community through a comprehensive community response team that included students, community and campus constituents to coordinate policy and program development efforts.
- The Division of Student Affairs is diverse in all offerings. We are specifically liberal in offerings to the female students, as well as those with handicaps. As a Historically Black College and University, FAMU has maintained a steady stream of minority students. However, the Division is attempting to increase the admission and retention of white students on the campus.

Florida Equity Reports
Florida A&M University
2014-15

PART IV: Sex Equity in Athletics

Table 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	16 sports: Football, M/W Basketball, Baseball, Softball, M/W Tennis, Golf, Bowling, Volleyball, M/W Indoor and Outdoor Track & Field, and M/W Cross Country.	Yes
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Athletic participation rates have resulted in the following from 2014-2015 to present: 68.8% for males to a female participation rate of 31.2%.	Yes
3. Availability of facilities, defined as locker room, practice, and competitive facilities	Competition and practice for the following sports is held on campus: Baseball, Men's Basketball, Football, Men's Tennis, Women's Basketball, Women's Bowling, Women's Softball, Women's Tennis, Women's Volleyball and Track and Field/Cross Country. Men's Golf practice and competition is facilitated away from the campus. Track and Field/Cross Country and Men's Golf locker rooms are not located at their practice/competition facility. Both basketball teams and Volleyball have restricted practice/prep activity access due to the sharing of space. FAMU Athletics has established facility reservation procedures to best utilize the space that is available for practice and competition.	Yes
4. Scholarship offerings for athletes	Scholarships were partially funded at an 85% rate across all sports outside of Football and M/W Basketball for the 2014-2015 academic year to present.	Yes
5. Funds allocated for:	(Gender Equity Plan = 13 Areas) 5-Year Plan	Yes

a) the athletic program as a whole	Increased revenue and resource development opportunities	Yes
b) administration	Increased staffing in this area will improve the efficiency and effectiveness of administrative oversight and supervision, thus promoting more successful outcomes in department efforts to include compliance and academics.	Yes
c) travel and per diem allowances	Departmental travel and per diem allowances are equitable within the department. Each employee receives the University's allowable per diem. Utilization of NCAA meals incidental to participation occurred and will be further utilized to reduce per diem requests.	Yes
d) recruitment	Budget challenges restrict recruitment activity for coaches. The increased availability of resources particularly in the third and fourth quarters of the fiscal year are needed to expand recruitment activity and opportunity.	Yes
e) comparable coaching	The Department of Athletics is committed to equity in staffing our teams for championship success. All sports have assistant coaches. Staffing needs have been assisted and FAMU Athletics has developed strategy to increase the percentage of assistant coach positions that are funded through operational budget sources outside of the Other Personnel Services category.	Yes
f) publicity and promotion	FAMU Athletics External Operations will have marketing and promotions plans for all sixteen (16) sports. Sports will also be encouraged to have a presence within the community and on electronic mediums such as social media.	Yes
g) other support costs	Budget challenges restrict the availability of resources to cover some additional costs. The increased availability of resources particularly in the third and fourth quarters of the fiscal year are needed to expand recruitment activity and other costs.	Yes

6. Provision of equipment and supplies	<p>Budget challenges restrict the availability of resources to cover costs associated with the provision of equipment and supplies. The increased availability of resources are needed to build upon the ability to provide equipment and supplies at the desired level of competition within industry standard programming and maintenance. FAMU Athletics will focus on providing adequate resources for success, ensure maintenance of equipment, and will work with University and external partners to enhance inventory necessary supplies.</p>	Yes
7. Scheduling of games and practice	<p>All sports are required to schedule games with the approval of their respective Sports Administrator with final approval by the Director of Athletics. Sports schedules are also proactively approved by Compliance, Sports Information, and FAMU Athletics Executive Administration. Continued productivity related to game scheduling strategy directly impact revenue generated by FAMU Athletics.</p>	No
8. Opportunities to receive tutoring	<p>The University's Division of Academic Affairs continues support FAMU Athletics in its efforts to strengthen academic support to include tutoring. This partnership provides additional personnel, support to the computer lab housed adjacent to the athletic administration, coaching and staff offices allowing for additional and more timely academic assistance for student-athletes. Enhancements include the implementation of the NCAA Accelerating Academic Success Grant Initiative and funding sustainability/planning associated with enhancing learning facilities and services.</p>	Yes
9. Compensation of staff	<p>FAMU Athletics is working with the University's Chief Human Resources Officer to structure athletic organizational chart and classify staff positions accordingly. FAMU Athletics is reviewing coaches contracts and comparable staff salaries amongst other SUS institutions and the affiliate athletic conference.</p>	Yes

10. Medical and athletic training services	The Department of Athletics will seek support from the School of Allied Health Sciences to look at possible support solutions. Athletics is also reviewing the feasibility in adding additional personnel.	Yes
11. Student-Athlete welfare, housing and dining facilities and services	FAMU Athletics will work with vendors, sponsors and University housing and dining services to enhance the nutritional objectives. FAMU Athletics will also enhance programmatic offers in the areas of life-skills and career services based on identified student-athlete needs.	Yes

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PART IV: Sex Equity in Athletics

LIBERAL COMMENTS

Table 2. Sex Equity in Athletics - Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Sports offerings	Assessing the addition of sports programs that will meet the needs of current and prospective FAMU student-athletes.	2018-2019
Participation rates, male and female, compared with full-time undergraduate enrollment	Assess the addition sports, host try-out opportunities for walk-on student-athletes, and enhance opportunities to recruit scholarship student-athletes.	2016-2017
Availability of facilities, defined as locker room, practice, and competitive facilities	FAMU Athletics has established facility reservation procedures to best utilize the space that is available for practice and competition. FAMU Athletics is also assessing the creation of additional practice and competition preparation space.	2018-2019

Medical and Training Services	Collaboration with the School of Allied Health, while working with the Sports Medicine staff and partners to provide additional resources and enhance programming.	2017-2018
Allocation of funds	Seek maximum opportunities for NCAA revenue growth	2018-2019
Provision of equipment and supplies	Work to enhance maintenance of current equipment and maximize opportunities to obtain equipment from vendors.	2018-2019
Scheduling of games and practice times	Continued advanced review of scheduling	2017-2018
Opportunities to receive tutoring	Increase the number of available tutors	2017-2018
Compensation of staff	Identify funding sources. Also, review coaches contracts and comparable staff salaries amongst other SUS institutions and the affiliate athletic conference.	2018-2019
Medical and athletic training services	Collaboration with the School of Allied Health, while working with the Sports Medicine staff and partners to provide additional resources and enhance programming.	2016-2017
Student-athlete welfare, housing and dining facilities and services	Identify services through University partners and colleges.	2017-2018

Part IV: Sex Equity in Athletics Update

Check one basis below for assuring that the University is in compliance with the Florida Educational Equity Act:

- Accommodation of Interest and Abilities
 Substantial Proportionality
 History and Practice of Expansion of Sports

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 Part V: Employment Representation
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Table 1. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015	15	201	1	19	8	0	59	4	0	120	187	307
Number, Fall 2014	7	171	0	14	6	0	46	3	0	87	160	247
Percentage Change From Fall 2014 to 2015	114.29%	17.54%	0.00%	35.71%	33.33%	0.00%	28.26%	33.33%	0.00%	37.93%	16.88%	24.29%
Number, Fall 2010	0	204	0	18	6	0	53	0	0	100	181	281
Percentage Change From Fall 2010 to 2015	NA	-1.47%	NA	5.56%	33.33%	0.00%	11.32%	NA	0.00%	20.00%	3.31%	9.06%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More Race (≥Two); Unknown (Unk)

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 Part V: Employment Representation
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Table 2. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015	8	58	0	3	4	0	14	2	0	50	39	89
Number, Fall 2014	15	83	0	7	4	0	28	3	0	76	64	140
Percentage Change From Fall 2014 to 2015	-46.67%	-30.12%	0.00%	-57.14%	0.00%	0.00%	-50.00%	-33.33%	0.00%	-34.21%	-39.06%	-36.43%
Number, Fall 2010	0	104	0	11	3	0	35	0	0	92	61	153
Percentage Change From Fall 2010 to 2015	N/A	-44.23%	0.00%	-72.73%	33.33%	0.00%	-60.00%	0.00%	0.00%	-45.65%	-36.07%	-41.83%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data.

IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More

Race (>Two); Unknown(Unk)

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 Part V: Employment Representation
 2014-15

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

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015	12	110	0	2	3	0	22	2	0	85	66	151
Number, Fall 2014	7	124	0	5	4	0	18	3	0	90	71	161
Percentage Change From Fall 2014 to 2015	71.43%	-11.29%	0.00%	-60.00%	-25.00%	0.00%	22.22%	-33.33%	0.00%	-5.56%	-7.04%	-6.21%
Number, Fall 2010	0	107	1	7	5	0	22	0	0	72	70	142
Percentage Change From Fall 2010 to 2015	0.00%	2.80%	-100.00%	-71.43%	-40.00%	0.00%	0.00%	0.00%	0.00%	18.06%	-5.71%	6.34%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data.

IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More

Race (>Two); Unknown (Unk)

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 Florida A&M University
 Part V: Employment Representation
 2014-15

Table 4. Category Representation – Executive/Administrative/Managerial

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015	6	275	0	10	1	0	21	1	0	187	127	314
Number, Fall 2014	8	282	0	7	2	0	20	2	0	194	127	321
Percentage Change From Fall 2014 to 2015	-25.00%	-2.48%	0.00%	42.86%	-50.00%	0.00%	5.00%	-50.00%	0.00%	-3.61%	0.00%	-2.18%
Number, Fall 2010	0	175	0	5	3	0	12	0	0	115	80	195
Percentage Change From Fall 2010 to 2015	N/A	57.14%	0.00%	100.00%	-66.67%	0.00%	75.00%	N/A	0.00%	62.61%	58.75%	61.03%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data.

IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

Legend: Non-Resident Alien (NRA); Black (B); America Indian/Alaskan Native (AI/AN); Asian (A); Hispanic (H); Native Hawaiian/Other Pacific Islander (NH/OPI); White (W); Two or More

Race (>Two); Unknown (Unk)

Florida Equity Report
 Florida A&M University
 Achievements

Part VI
 2015-16

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2016 Report	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2015
Increased Full-time First Time In College (FTIC) Enrollment for Fall 2015 was 1,591. Non-Resident Alien (NRA) Total category increased from 5 to 7 and Black total category from 1305 to 1357.	Increased Full-time First Time in College (FTIC) Enrollment for Fall 2014 and Early Admits Totals: Men category increased from 467 to 517 and Female category from 814 to 871
Increased Florida Community College A.A. Transfers, Fall 2015 for total NRA increased from 3 to 6, Asian from 0 to 2, Hispanic from 6 to 14 and Two or more from 0 to 8.	Increased Full-time Florida Community College Transfer for Fall 2014 and Summer 2013 for total women increased from 193 to 212.
Areas of Improvement Pertaining to Gender Equity in Athletics Identified in 2016 Report	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, 2015
Assessing the addition of sports programs that will meet the needs of current, and prospective, FAMU student-athletes.	Sports offerings: to increase the number of sports being offered to the student body by 2017-2018
Assess the addition sports, host try-out opportunities for walk-on student-athletes, and enhance opportunities to recruit scholarship student-athletes.	The Availability of Facilities: To have the Baseball locker-room in the vicinity of the playing/practice facility as soon as funds become available

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Achievements
Part VI
2015-16

Areas of Improvement Pertaining to Gender Equity in Athletics Identified in 2016 Report	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, 2015
<p>Collaboration with the School of Allied Health, while working with the Sports Medicine staff and partners to provide additional resources and enhance programming.</p>	<p>Medical and Training services: to increase the number of certified full-time trainers (currently we have 4 certified full-time trainers and 1 certified part-time assistant providing medical attention to 300 + athletes by 2016-2017</p>
Areas for Improvement Pertaining to Employment Identified in 2016 Report	Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2015
<p>Increased Total Females for Tenured Faculty from 87 to 120 and Total Males from 160 to 187 between Fall 2014 and 2015</p>	<p>Increased Asians for Tenure-Earning Faculty from five (5) to seven (7) between Fall 2013 and Fall 2014</p>
<p>Increased Non-Resident Alien (NRA) for Non-Tenure-Earning Faculty from 7 to 12 and White from 18 to 22 between Fall 2014 and Fall 2015</p>	<p>Increased Whites from 25 to 28 between Fall 2013 and Fall 2014 for Tenure Earning Faculty</p>
<p>Increased Asians for Executive/Administrative/Managerial from 7 to 10 between Fall 2014 and Fall 2015</p>	<p>Increased Blacks from 120 to 124 and Total Females from 86 to 90 between Fall 2013 and Fall 2014 for Non-Tenure Earning Track Faculty</p>

Florida Equity Reports
 Florida A&M University
 Part VII: Protected-Class Representation
 2014-15

Table 1. Protected-Class Representation in the Tenure Process, 2014-2015

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian					
Black or African American	5				5
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White					
Other, Not Reported					
Total Male (Include Other, Not Reported)	5				5
FEMALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American	5				5
Hispanic	1				1
Native Hawaiian/Other Pacific					
Two or More Races					
White	1				1
Other, Not Reported					
Total Female (Number and Percent) (Include Other, Not Reported)	8				8
GRAND TOTAL					

LEGEND:

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

DENIED: Faculty for whom tenure was denied during the review process.

NOMINATED: Faculty for whom tenure is being recommended by the University

Florida Equity Report
 Florida A&M University
 Part VIII: Promotion and Tenure Committee for Colleges and Schools
 2014-15

Table 1: Promotion and Tenure Committee Composition, AY 2014-2015

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee	8	9	0	0	1	1	0	0	0	0	0	0	1	1	0	0	10	11
College of Social Sci., Arts & Hum.	1	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	3
College of Agriculture and Food Sciences	2	2	0	0	1	0	0	0	0	0	0	0	1	1	1	1	5	4
College of Education	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1
College of Law	7	9	0	0	1	0	0	0	0	0	0	0	4	0	0	0	12	11
College of Pharmacy	5	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	5	2
College of Sciences and Technology	4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5	0
FAMU-FSU College of Engineering	1	0	0	0	3	0	0	0	0	0	1	0	0	1	0	0	5	1
School of Allied Health Sciences	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	1
School of Architecture & Eng. Tech.	3	0	0	0	0	0	0	0	0	0	1	0	7	2	0	0	10	3
School of Business and Industry	2	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	3	2
School of Journalism & Graphic Comm.	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
School of Nursing	0	4	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	6
School of the Environment	5	1	0	0	1	0	0	0	0	0	0	0	1	1	0	0	7	2

Florida Equity Report
Florida A&M University
Part IX: Budget
2014-15

The number of EAP goals established by Florida A&M University varies each academic year depending on the underutilization data. Due to budget shortfalls, the University has not allocated dollars specifically for increasing under-represented groups. However, it should be noted that money is allocated by employment recruitment through the University's hiring process. Additionally, the strategies implemented to assist with graduation rates, retention of our students, and hiring faculty and staff based on qualitative measures should assist the University in alleviating under-representation.