

FLORIDA A&M UNIVERSITY

FLORIDA EQUITY REPORT ENROLLMENT, SEX EQUITY IN ATHLETICS & EMPLOYMENT

Reporting Year: 2012-2013

Data Year: 2011 - 2012



Approved by the Board of Trustees (or designee):

Signature and Date

Approved by the University President:

Signature and Date

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FLORIDA EDUCATIONAL EQUITY ACT REPORT
2012-2013 (Reporting Year)

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Florida Educational Equity Act Report
Florida A&M University

Part 1: Executive Summary

**Reporting Year 2012-2013
Data Year 2011-2012**

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 state public university submits this report, which encompasses information relating to equity policies, academic reviews, student services assessment, gender equity in athletics, employment, and the tenure process.

Equity Policies

Included in this section are a list of regulations that support equity issues. These regulations reflect the University's commitment to equity for the entire university.

Academic Reviews

The charts reflecting the academic review consisted of the following areas:

1. Full Time First-Time In College (FTIC) Enrollment for Fall 2012 was 1,510. The number for Fall 2011 was 1,970. There was a decline between Fall 2011 and Fall 2012 of 460 students.
2. Full Time Florida Community College Transfers for Fall 2012 was 407. The number for Fall 2011 was 266. This is an increase of transfers by 141 students.
3. Retention of full time FTIC students entering Fall 2011 and continuing after one year were 1,573 or 79.6% (Fall 2012). The number of full time FTIC students retained after one year between Fall 2010 and Fall 2011 were 1,253 or 79.9%.
4. Graduation rate of full time FTICs entering Fall 2006 and continuing into Fall after six years were 39.6% or 640 (Fall 2012). The percent graduated after six years in Fall 2011 was 40%.
5. Bachelors Degrees Awarded
1,455 in 2011-2012
1,294 in 2010-2011

6. Master's Degrees Awarded
270 in 2011-2012
294 in 2010-2011
7. Doctoral Degrees Awarded
23 in 2011-2012
22 in 2010-2011
8. First Professional Degrees Awarded
308 in 2011-2012
310 in 2010-2011

In order to counter the above-referenced numbers, FAMU has developed the following strategies:

- a) upgrade the technological infrastructure to offer distance learning programs;
- b) by 2014, a total of three programs will be offered online;
- c) online programs will provide additional access to students and make programs more cost-effective.
 - increase student participation in 1st and 2nd Year Experience programs;
 - enhance faculty/advisor development and utilization of technology to assist in monitoring students' progress;
 - establish a mandatory freshman course (SLS), curriculum specific colloquium, and Freshman Seminar Series;
 - establish a Student Success Committee;
 - develop effective and targeted methodologies and procedures for academic advisors to adhere to.

We plan also to use Tuition Differential Account to assist students with a demonstrated need, and reduce class sizes when appropriate in order to retain and graduate students.

Student Services Assessment

The Division of Student Affairs consists of the Admissions Office, Campus Security, Center for Disability Access and Resources (CeDAR), Counseling and Assessment, Housing, Judicial Affairs, New Beginnings Child Development Center, Ombudsman, Presidential Scholars, Student Activities, Student Health Services, Student Orientation, Student Recreation, 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, and sexual harassment, 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.

The University's Athletic Department offers 17 intercollegiate sport programs. During the 2012-13 academic year, the Department was not cited for any non-compliance or irregularities as it relates to Title IX and Gender Equity. However, the Department would like to see improvements in several of the areas reviewed. In the area of facilities, the golf and bowling teams currently practice off-campus; and the baseball and bowling squads do not have team locker rooms. The department would like to rectify these concerns in the future. Currently, athletics generate revenue in the amounts of eleven (11) million dollars. However, athletic expenses range between 10 and 11 million dollars, which hinder improvements to the entire athletic department. The department would also like to hire additional certified trainers. Currently on staff are four certified full-time trainers and one certified part time trainer, which assist over 300 student-athletes. The primary focus in the department at this time is to increase revenue or, at least, close the gap between expenditures and revenue. The athletic administration is devising a plan to increase revenues by enhancing the University's licensing profits. It should be noted that the majority of many major athletic departments across the country that offer intercollegiate football do not make a profit.

Employment

During the past five years, the University has suffered heavy budget cuts. These budget cuts have drastically affected our employment numbers. Our employment numbers are lower, due in part to retirement and other reasons. In some instances, vacant positions were cut from the budget which resulted in fewer employees.

1. Tenured faculty: There is a decrease in tenured faculty by 3.3% between Fall 2011 and Fall 2012.
2. Tenure Track Faculty: Non Resident Aliens increased from 0 to 15 between Fall 2011 and Fall 2012 in this category, although the overall numbers decreased by 3.7 percent.
3. Non tenure Earning: The numbers increased by 18.5% in this category between Fall 2011 and Fall 2012.

4. Executive and Administrative Category: The total increased from 177 to 289 between Fall 2011 to Fall 2012, which is a 63.3.% increase.

Tenure Process

Also included in this report are charts showing the racial and gender composition of the persons that applied for tenure in 2011-2012, and the composition of tenure committees by colleges and schools. In 2011-2012, seven (7) males (five African Americans, one Asian, and one white) applied for tenure and five were nominated for tenure by the University. One of the African American males withdrew his application. In the same year, sixteen (16) females [twelve African Americans, two whites, one Hispanic and one Asian] applied for tenure. Fourteen were nominated and granted tenure; two of the females were denied tenure.

Conclusion

Although budget cuts and enrollment fluctuations have caused the University to restructure its organizational structure, we have continued to secure millions in grants for our research projects, professors are being recognized for their academic achievements, students are interning and receiving prominent job offers, students are pursuing graduate degrees, athletic teams are winning on the courts and student athletes are thriving in the classroom. The University remains committed to equity in all arenas of the campus and are maintaining high standards in spite of troubling budgetary times.

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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, national origin, veteran status and sexual harassment as prohibited by State and Federal Statutes. This shall include applicants for admission and employment to the University.

Questions concerning equity issues and how to file a discrimination complaint should be directed to Equal Opportunity Programs or the 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 at the Board of Trustees' website - <http://www.famu.edu/index.cfm?a=regulations>. Listed below are regulations that deal with equity. This list is not all inclusive.

- 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, USPS Employees Promotion
- 10.112 Consensual Relationships
- 10.114 Learning Opportunities

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Part III. ACADEMIC PROGRAM REVIEWS

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2012 and Early Admits										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	8	495	1	4	13	0	38	0	0	559
Women	6	906	1	4	11	0	22	1	0	951
Total	14	1401	2	8	24	0	60	1	0	1510
Category % of Total	0.9%	92.8%	0.1%	0.5%	1.6%	N/A	4.0%	0.1%	N/A	100.0%

Source: IPEDS 2012-13 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students.

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

Chart 2. Full-time Florida College System A.A. Transfers, Fall 2012 and Summer 2012										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	3	126	1	3	6	0	22	0	0	161
Women	6	204	0	4	4	0	28	0	0	246
Total	9	330	1	7	10	0	50	0	0	407
Category % of Total	2.2%	81.1%	0.2%	1.7%	2.5%	0.0%	12.3%	0.0%	0.0%	100.0%

Source: IPEDS 2012-13 Part A, Fall enrollment by race, ethnicity, and sex. Column 2, Transfer-In

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

Chart 3. Retention of Full-Time FTICs Entering Fall 2011, or Summer 2011 and Continuing into Fall, After One Year

	NRA	B	AI/AN	A	H	NH/OP I	W	≥ Two	Unk	Female	Total
Cohort	3	1888	2	12	33	0	36	1	0	1253	1975
Category % of Total	0.2%	95.6 %	0.1%	0.6%	1.7%	N/A	1.8 %	0.1 %	N/A	63.4%	100.0 %
After 1 year	3	1510	2	11	22	0	25	0	0	1027	1573
Retention Rate	100 %	80.0 %	100.0 %	91.7 %	66.7 %	N/A	69%	N/A	N/A	82%	79.6%

Source: Local
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)

Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2006, or Summer 2006 and Continuing into Fall After Six Years

	NRA	B	AI/AN	A/PI	H	W	Unk	Female	Male	Total
Cohort	8	1543	2	12	21	27	2	925	690	1615
Category % of Total	0.5%	95.5%	0.1%	0.7%	1.3%	1.7%	0.1%	57.3%	42.7%	100.0%
After 6 years										
Number of Graduates	4	610	1	9	6	8	2	423	217	640
Percent Graduated	50.0%	39.5%	50.0%	75.0%	28.6%	29.6%	100%	45.7%	31.4%	39.6%
Category % Graduated	0.6%	95.3%	0.2%	1.4%	0.9%	1.3%	0.3%	66.1%	33.9%	100.0%
Number Retained	5	860	1	11	8	10	2	551	346	897
Percent Retained	62.5%	55.7%	50.0%	91.7%	38.1%	37.0%	100%	59.6%	50.1%	55.5%
Category % Retained	0.6%	95.9%	0.1%	1.2%	0.9%	1.1%	0.2%	61.4%	38.6%	100.0%

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)

Chart 5. Bachelor's Degrees Awarded, AY 2011-2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	7	494	1	5	9	0	21	1	0	538
Women	7	888	0	6	12	0		4	0	917
Total	14	1382	1	11	21	0	21	5	0	1455
Category % of Total	1.0%	95.0%	0.1%	0.8%	1.4%	N/A	1.4%	0.3%	N/A	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, Bachelor's 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)

Chart 6. Master's Degrees Awarded, AY 2011-2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	2	88	0	1	0	0	1	0	0	92
Women	2	171	0	0	0	0	4	1	0	178
Total	4	259	0	1	0	0	5	1	0	270
Category % of Total	1.5%	95.9%	N/A	0.4%	N/A	N/A	1.9%	0.4%	N/A	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, Master's 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)

Chart 7. Doctoral Degrees Awarded, AY 2011-2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	0	7	0	0	0	0	1	0	0	8
Women	0	15	0	0	0	0	0	0	0	15
Total	0	22	0	0	0	0	1	0	0	23
Category % of Total	N/A	95.7%	N/A	N/A	N/A	N/A	4.3%	N/A	N/A	100.0%

Source: IPEDS Completions 2012-13 report (degrees awarded AY 2011-12), GRAND TOTAL BY FIRST MAJOR, Doctoral 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)

Chart 8. First Professional Degrees Awarded, AY 2012-2013

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	0	56	1	11	11	0	42	0	0	121
Women	1	120	0	13	15	0	36	2	0	187
Total	1	176	1	24	26	0	78	2	0	308
Category % of Total	0.3%	57.1%	0.3%	7.8%	8.4%	N/A	25.3%	0.6%	N/A	100.0%

Source: IPEDS Completions 2011-12 report (degrees awarded AY 2010-11), 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)

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Part IV. Student Affairs 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 consists of the Admissions Office, Campus Security, Center for Disability Access and Resources (CeDAR), Counseling and Assessment, Housing, Judicial Affairs, New Beginnings Child Development Center, Ombudsmen, Presidential Scholars, Student Activities, Student Health Services, Student Orientation, Student Recreation, and University Recruitment. All departments within the Division of Student Affairs operate in an equitable manner without regard to race, religion, color, age, disability, sex, marital status, national origin, veteran status, and sexual harassment, as prohibited by state and federal statutes. Each department emphasizes equity accountability in all programming efforts, to name a few:

- The Office of Admissions continues to evaluate applicant files and serve a diverse student population while maintaining 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.
- The Counseling Center 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 a sense of community, civic responsibility, and an appreciation of diversity.
- The Department of Public Safety 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 that they can make informed choices, be critical thinkers, and self advocates. The Center ensures that students with disabilities are smoothly integrated into the educational environment and are reasonably accommodated when necessary.

- The Student Health Center, in collaboration with the Office of Counseling Services was awarded a three-year \$100,000 grant from the Department of Health and Human Services, Office on Women's Health. The goal of the project is to decrease the health disparities for women attending minority serving institutions. The focus of the grant is on programming related to general health issues, HIV/AIDS transmission, and ending violence against women. The three-year program engages the campus community through student organizations and student public opinion leaders. Additionally, the Center partnered with FAMU Police on the FAMUPD Physical Readiness Challenge. This program occurs each semester and provides an opportunity for staff to participate and compete in physical activities.

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.

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PART V: Gender Equity in Athletics

Chart 1. Gender Equity in Athletics Update		
Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	We offer 17 sports: football, volleyball, m/w cross country & track, softball, baseball, bowling, golf, m/w tennis, m/w basketball and women's swimming	Yes
2. Participation rates, male and female, compared with full-time undergraduate enrollment	The participation rate among male and female student-athletes are comparably, excluding football.	Yes
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Gaither complex houses the following sport lockerrooms: m/w tennis, bowling, baseball and men's track & field; Lua S. Bartley houses the following sport lockerrooms: volleyball, softball and women's track; practice and competition fields: Rattlerettes Softball complex, Kosta Kittles Baseball field, Alfred Lawson Multipurpose Gynnasium - m/w basketball practice and competition. Volleyball also competes in the multipurpose facility. M/W track compete on the university track. Football practices and competes in Bragg Memorial Stadium with the lockerrooms located in the field house adjacent to the stadium.	No

4. Scholarship offerings for athletes	We offer scholarships in 16 sports	Yes
5. Funds allocated for:		
a) the athletic program as a whole	Currently, it takes about 10.5 - \$11 million dollars to fund the entire athletic program. Revenue streams: ticket sales, concessions and guarantee games.	Yes
b) administration	Currently, we have 3-4 positions unfilled and approved as part of the budget	No
c) travel and per diem allowances	Afforded to all travelers on behalf of FAMU Athletics. The rate and distribution process is the same for all travelers (ie. Administrators, coaches, student-athletes)	No
d) recruitment	All sports are afforded the opportunity to recruit for their respective programs	No
e) comparable coaching	We have a pretty experience and knowledgeable coaching staff that ranks pretty high among other FCS athletic programs.	No
f) publicity and promotion	Assistant AD for Marketing and Interim Sports Information Director share in the responsibility of promoting each sport programs: media guides, electronic media, facebook, twitter, posters, etc...	No
g) other support costs		
6. Provision of equipment and supplies	Equipment Manager and Property Coordinator oversee's the inventory of sport equipment and supplies acquired. We follow the university policy for tracking and storing such items	No

7. Scheduling of games and practice times	All teams compete in all MEAC conference games as required and limit non-conference away competitions to within a 300 mile radius of campus	No
8. Opportunities to receive tutoring	Tutoring is available in the Athletic Center for Excellence for all sports Monday-Thursday 8:00 - 9:00 p.m. and Fridays 8:00 a.m - 5:00 p.m.. Tutoring is available in the disciplines of: English, Science and Math. Additional assistance needed outside of these areas are outsourced to other campus tutorial labs.	No
9. Compensation of coaches and tutors	Coaches are not required to tutor. Any assistance they provide is voluntary.	No
10. Medical and training services	4 full-time certified athletic trainers are made available to student-athletes as assigned by sport. Three certified strength and conditioning coaches are also on staff to assist the student-athletes.	Yes
11. Housing and dining facilities and services	Housing and dining facilities and services is provided to all student-athletes. If in need of either, student-athletes are required to complete the university process to gain access and assistance.	No

Chart 2. Gender Equity in Athletics - Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Sport offering	Suspend competition for m/w swimming for the next 5 years. Fall 2018, re-evaluate the department's budget and conference championship offerings and determine if we will re-instate the program for 2019-2020.	Fall 2013
Scholarship offerings for athletes	Resume fully funding sport scholarships for: men & women's track and volleyball	Fall 2016
Athletic program as a whole	University can provide additional assistance in the area of mandatories, administrative and financial support, additional Title IX funding to assist in proportionality and scholarships (1 million)	Fall 2013
Medical and training services	Hire 2 additional certified athletic trainers	Fall 2014

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 VI: EMPLOYMENT REPRESENTATION

Chart 1. Category Representation - Tenured Faculty												
Indicator	NRA	B	AI/AN	A (2011 and 2012)	A/PI (2007)	H	NH/OPI (2011 and 2012)	W	≥ Two (2011 and 2012)	Not Reported	Female	Total
Number, Fall 2012	7	190	0	15	N/A	6	0	49	0	0	92	267
Number, Fall 2011	0	199	0	19	N/A	6	0	52	0	0	98	276
Percentage Change From Fall 2011 to 2012	N/A	-4.5%	N/A	-21.1%	N/A	0.0%	N/A	-5.8%	N/A	N/A	-6.1%	-3.3%
Number, Fall 2007	0	215	0	N/A	27	6	N/A	68	N/A	0	110	316
Percentage Change From Fall 2007 to 2012	N/A	-11.6%	N/A	N/A	N/A	0.0%	N/A	-27.9%	N/A	N/A	-16.4%	-15.5%
<i>Source: IPEDS Fall Staff 2012, 2011 and 2007</i>												

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 VI: EMPLOYMENT REPRESENTATION

Chart 2. Category Representation - Tenure-Track Faculty												
Indicator	NRA	B	AI/AN	A (2011 and 2012)	A/PI (2007)	H	NH/OPI (2011 and 2012)	W	≥ Two (2011 and 2012)	Not Reported	Female	Total
Number, Fall 2012	15	81	0	4	N/A	4	0	24	1	0	78	129
Number, Fall 2011	0	95	0	8	N/A	6	0	25	0	0	84	134
Percentage Change From Fall 2011 to 2012	N/A	-14.7%	N/A	-50.0%	N/A	-33.3%	N/A	-4.0%	N/A	N/A	-7.1%	-3.7%
Number, Fall 2007	3	86	0	N/A	11	2	2	27	N/A	0	66	131
Percentage Change From Fall 2007 to 2012	400.0%	-5.8%	N/A	N/A	N/A	100.0%	N/A	-11.1%	N/A	N/A	18.2%	-1.5%
<i>Source: IPEDS Fall Staff 2012, 2011 and 2007</i>												

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 VI: EMPLOYMENT REPRESENTATION

Chart 3. Category Representation - Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities												
Indicator	NRA	B	AI/AN	A (2011 and 2012)	A/PI (2007)	H	NH/OPI (2011 and 2012)	W	≥ Two (2011 and 2012)	Not Reported	Female	Total
Number, Fall 2012	8	112	0	4	N/A	3	0	23	4	0	82	154
Number, Fall 2011	0	99	0	5	N/A	3	0	22	1	0	68	130
Percentage Change From Fall 2011 to 2012	N/A	13.1%	N/A	-20.0%	N/A	0.0%	N/A	4.5%	300.0%	N/A	20.6%	18.5%
Number, Fall 2007	1	98	0	N/A	3	4	N/A	23	N/A	0	71	129
Percentage Change From Fall 2007 to 2012	700.0%	14.3%	N/A	N/A	N/A	-25.0%	N/A	0.0%	N/A	N/A	15.5%	19.4%

Source: IPEDS Fall Staff 2012, 2011 and 2007

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 VI: EMPLOYMENT REPRESENTATION

Chart 4. Category Representation - Executive/Administrative/Managerial												
Indicator	NRA	B	AI/AN	A (2011and 2012)	A/PI (2007)	H	NH/OPI (2011 and 2012)	W	≥ Two (2011 and 2012)	Not Reported	Female	Total
Number, Fall 2012	3	259	0	6	N/A	2	1	16	2	0	177	289
Number, Fall 2011	0	159	0	6	N/A	1	0	11	0	0	106	177
Percentage Change From Fall 2011 to 2012	N/A	62.9%	N/A	0.0%	N/A	100.0%	N/A	45.5%	N/A	N/A	67.0%	63.3%
Number, Fall 2007	0	154	0	N/A	2	0	N/A	11	N/A	0	76	167
Percentage Change From Fall 2007 to 2012	N/A	68.2%	N/A	N/A	N/A	N/A	N/A	45.5%	N/A	N/A	132.9%	73.1%
<i>Source: IPEDS Fall Staff 2012, 2012 and 2007</i>												

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 VII: AREAS OF IMPROVEMENT

Achievements 2013	Achievements 2012
Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in June 2013 Report	Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, June 2012
Increased Full-time First-Time (FTIC) enrollment Fall 2012 and Early Admits for American Indian/ Alaskan Native from zero (0) to one (1) between Fall 2011 and Fall 2012 and Hispanics for ten (10) to thirteen (13) between Fall 2012 and Fall 2012	Increased Full-time First-Time FTIC enrollment Fall 2011 and Early Admits for two or more races from zero (0) to one (1) between Fall 2011 and Fall 2010
Increased Full-time Florida College Systems A.A. Transfers , Fall 2012 and Summer 2012 for Blacks from 221 to 330, Asian from one (1) to seven (7), Hispanics from four (4) to ten (10) and Whites from 37 to 50 between Fall 2011 and Fall 2012	Increased Full-time Florida College Systems A.A. Transfers , Fall 2011 and Summer 2011 for Hispanics from one (1) to two (2) between Fall 2011 and Fall 2010
Increased Retention of Full-Time FTICs Entering Fall 2011, or Summer 2011 and Continuing into Fall, After One Year for Non-Resident Alien (NRA) from two (2) to three (3) between Fall 2011 and Fall 2012	Increased Retention of Full-Time FTICs Entering Fall 2010, or Summer 2010 and Continuing into Fall, After One Year for Non-Resident Alien (NRA) from five (5) to six (6) and Whites from 24 to 46 between Fall 2011 and Fall 2010
Increased Graduate Rate of Full-time FTICs, Beginners and Early Admits Entering Fall 2006, or Summer 2006 and Continuing into Fall After Six years for American Indian and Alaskan Native from zero (0) to two (2) and Asian/Pacific Islander from five (5) to twelve (12) between Fall 2011 and Fall 2012	Increased Graduate Rate of Full-time FTICs, Beginners and Early Admits Entering Fall 2004, or Summer 2004 and Continuing into Fall After Six years for Non-Resident Aliens (NRA) from 10 to 18, Blacks from 2039 to 2066 and White from 49 to 56

	Increased Number of Retained from for Non-Resident Alien from 10 to 14, Whites from 16 to 21, Females from 694 to 703 and Males 420 to 424 between Fall 2011 and Fall 2010
Increased Bachelor's Degrees Awarded for Blacks from 1224 to 1382, from 8 to 11 for Asians and from 16 to 21 for Hispanics	Increased Bachelor's Degrees Awarded for Blacks from 451 to 472 and Women from 714 to 752
Increased Master's Degree Awarded for Asian Men from zero (0) to one (1) and White females from two (2) to four (4)	Increased Master's Degrees Awarded for Men for six (6) to ten (10) and Women from two (2) to four (4) a total increase of 2.5%
Increased Doctoral Degrees Awarded for Black Women from 8 to 15 between Fall 2011 and Fall 2012	Increased Doctoral Degrees Awarded for NRA from three (3) to four (4) for Men and for Whites from zero (0) to one (1) Increased First Professional Degrees Awarded for NRA Men from zero to one, Black Men from 61 to 72, Hispanic Men from 9 to 10, White Men from 26 to 30 and White Females from 25 to 43
Areas of Improvement Pertaining to Sex Equity in Athletics Identified in June 2013 Report	Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, June 2012
Sports offerings: To increase the number of sports being offered to the student body	Scholarships offerings for athletics: Scholarships are offered for all 14 sports. Several sports are funded at a rate of 85% or higher as permissible allotment approved by the NCAA
The Availability of Facilities: To have Baseball and Bowling lockers-rooms in the vicinity of the playing/ practice facility	Publicity and Promotion: The sports information and marketing team has developed departmental websites which include updates and social media outlets.
Medical and Training services: To increase the number of certified full-time trainers (currently we have 4 certified fulltime trainers and 1 certified part-time assistant providing medical attention to 300 + student athletes	Provision or equipment and supplies: Each sport was provided funding. Each sport is encouraged to raise funds to defray cost for equipment. Plant Operatives and Maintenance (POM) has provided support by assisting with up-keep and appearance of the outdoor facilities

Areas of Improvement Pertaining to Employment Identified in June 2013 Report	Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, June 2012
Increased NRA for Tenure Faculty from zero (0) to seven (7) Between Fall 2011 and Fall 2012	
Increased NRA from zero (0) to fifteen (15) between Fall 2011 and Fall 2012 for Tenure Track Faculty	Increased Asian total from 5 to 6 between Fall 2010 and 2011
Increased NRA from zero (0) to eight (8) and Total Females from 68 to 82 between Fall 2011 and Fall 2012 for Non Tenure Earning Track Faculty	Increased Black Tenured Faculty from 194 to 199, Asian from 18 to 19 and Hispanics from 5 to 6 between Fall 2010 and Fall 2011
Increased Executive/ Administrative/ Managerial for NRA from zero (0) to three (3) and Blacks from 159 to 259, Hispanics from one (1) to two (2), Whites from 11 to 16 and Total Women from 106 to 177 between Fall 2011 and Fall 2012	

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**PART VIII: PROTECTED-CLASS REPRESENTATION IN THE TENURE
PROCESS, 2011-2012**

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	0	0	1
Black or African American	5	1	0	0	4
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	1	0	0	0	0
Other, Not Reported	0	0	0	0	1
Total Male (include Other, Not Reported)	7	1	0	0	6
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	0	0	1
Black or African American	12	0	2	0	10
Hispanic	1	0	0		1
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	2	0	0	0	2
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (include Other, Not Reported)	16 69.6%	0 0.0%	2 100.0%	0 0.0%	14 70.0%
GRAND TOTAL	23	1	2	0	20

*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.

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**PART IX: PROMOTION AND TENURE COMMITTEE COMPOSITION,
ACADEMIC YEAR 2011-2012**

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	10	10	0	0	1	0	0	0	0	0	2	0	0	0	0	0	12	10
College of Social Sci., Arts & Hum.	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
College of Agriculture and Food Sciences	4	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	5	2
College of Education	1	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	2
College of Law	4	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	5
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	2	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	4	2
FAMU-FSU College of Engineering	1	0	0	0	3	0	0	0	0	1	0	0	1	0	0	0	5	1
School of Allied Health	2	6	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	7
School of Architecture	3	2	0	0	0	0	0	0	1	1	0	0	7	2	0	0	11	5
School of Business and Industry	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
School of Journalism	0	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	3
School of Nursing	0	2	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	4
School of the Environment	5	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	6	1

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PART X: OTHER REQUIREMENTS

BUDGET INCENTIVE PLAN

The number of EAP goals established by Florida A&M University varies each academic year depending upon the previous year's underutilization data. Due to increasing budget shortfalls, the University has had limited if any monies available to provide appropriate incentives. It should be noted that recruitment from under-represented groups (Females, African Americans, Hispanics, and other minorities) is constant at FAMU but varies based on disciplines, cost factors and geographic concentration issues. The University provides monetary support during the search process and hiring of new employees. Additionally, the strategies implemented should also assist the University in achieving a reasonable degree of success to alleviate under-representation.