



**FLORIDA EQUITY REPORT:  
Enrollment, Sex Equity in Athletics, and Employment  
Report Year: 2022  
Florida Agricultural and Mechanical University  
Data Year: July 2020 – June 2021**

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Approved by University Board of Trustees (or designee): \_\_\_\_\_ (date)

\_\_\_\_\_  
Approved by University President: \_\_\_\_\_ (date)

Submitted by:  
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# 2022 Florida Equity Report

## TABLE OF CONTENTS

<b>President’s Statement on Nondiscrimination</b>		
<b>PART I.</b>	<b>EXECUTIVE SUMMARY</b>	1
	A. Description of Plan Development	1
	B. Summary of Institutional Progress	2
	Student Recruitment/Enrollment/Retention/Graduation	2
	Faculty and Administrative Employment	6
	Gender in Athletics	6
	C. Budget Plan	7
<b>PART II.</b>	<b>POLICIES AND PROCEDURES IN SUPPORT OF EQUITY</b>	9
<b>PART III.</b>	<b>ACADEMIC PROGRAM REVIEWS (A, B, &amp; C)</b>	12
	Table 1. First-Time-in College Enrollment (Full-time)	12
	Table 2. Florida Community College A.A. Transfers (Full-time)	13
	Table 3. Retention of Full-Time FTICs After One Year	13
	Table 4. Graduation Rate of Full-Time FTICs by Race/Ethnicity	14
	Table 5. Bachelor’s Degrees Awarded by Race	14
	Table 6. Master’s Degrees Awarded by Race	15
	Table 7. Doctoral Degrees Awarded by Race	16
	Table 8. First Professional Degrees Awarded by Race	16
	<b>STUDENT SERVICES REVIEWS (D)</b>	17
	<b>OVERALL EFFECTIVENESS IN ENROLLMENT EQUITY (E)</b>	24
<b>PART IV.</b>	<b>GENDER EQUITY IN ATHLETICS</b>	27
	Table 1. Sex Equity in Athletics Update	29
	Table 2. Sex Equity in Athletics – Areas for Improvement	30
	Table 3. Student Athletes by Gender, 2020-21	31
<b>PART V:</b>	<b>EMPLOYMENT REPRESENTATION</b>	32
	Table 1. Category Representation – Tenured Faculty	32
	Table 2. Category Representation – Tenure Track Faculty	33
	Table 3. Category Representation – Non-Tenure Earning Faculty or Faculty at Non-Tenure Granting Universities	34
	Table 4. Category Representation – Executive/Administrative/Managerial	34
<b>PART VI.</b>	<b>AREAS OF IMPROVEMENT/ACHIEVEMENT</b>	37
<b>PART VII.</b>	<b>PROTECTED CLASS REPRESENTATION IN THE TENURE PROCESS, 2020-21</b>	38
	Table 1. Protected Class Representation in the Tenure Process	39
<b>PART VIII.</b>	<b>PROTECTED CLASS REPRESENTATION IN THE TENURE PROCESS, 2020-21</b>	40
	Table 1. Promotion and Tenure Committee Composition	40
<b>PART XI.</b>	<b>OTHER REQUIREMENTS</b>	41
	A. Budget	41
	B. President’s Evaluation	41
	C. Top Administrators’ Evaluations	43

## **APPENDICES/ATTACHMENTS**

- A. Budget Plan
- B. Diversity, Equity & Inclusion Initiatives & Strategies
- C. Diversity, Equity & Inclusion Initiative & Strategies, Letter from Chief HR & Diversity Officer Attachment
- D. Diversity, Equity & Inclusion Council/Subcommittee Revised Roster
- E. Diversity, Equity & Inclusion Initiative
- F. Training Modules Provided By Organizational Development and Training
- G. Training Provided By Equal Opportunity Programs and Title IX Office
- H. FAMU-FSU College of Engineering 1) Diversity & Inclusion Plan, 2) Annual Research Report, 3) Joint College Audit Report
- I. FAMU Nondiscrimination Policy Regulation 10.103
- J. FAMU Title IX Information
- K. FAMU Equal Opportunity Programs
- L. Diversity, Inclusion & Equity Proposal School of Nursing
- M. Diversity, Equity & Inclusion-Based Scholarships
- N. 2020-2021 Annual Report Student Health Services
- O. 2020-2021 Annual Report Counseling Services
- P. 2020-2021 Annual Report Campus Recreation
- Q. 2020-2021 Annual Report University Housing
- R. 2020-2021 Annual Report Career & Professional Development Center
- R1. 2021-2021 Annual Report Case Management
- R2. 2021-2021 Annual Report Academic Advising
- R3. 2020-2021 Annual Report Undergraduate Admissions
- S. Collective Bargaining Agreement 2019-2022
- S1. MOU: COVID-19 Health Emergency
- T. Top Administrators' and Deans' Evaluation
- U. Name, Image, and Likeness Policy





# Florida Agricultural and Mechanical University

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OFFICE OF THE PRESIDENT

## President's Statement

The Florida A&M University (FAMU or University) is committed, as evident in our policies, principles and practices, to an educational environment and equal opportunity workplace wherein each member of the University community is free from any form of harassment and discrimination. Therefore, the University prohibits discrimination on the basis of race, religion, color, age, disability, sex, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, genetic information, and veteran status, or any other legally protected group status (including Title IX of the Education Amendments of 1972), in accordance with state and federal laws. Discriminatory conduct in the form of sexual misconduct, including sexual harassment, sexual assault, domestic and dating violence, and stalking, is also prohibited.

This commitment applies to all areas affecting students, employees, applicants for admission and employment, and to volunteers and guests doing business with or affiliating with the University or any of its employees, organizations, components, campuses, facilities, or events. It is also relevant to the University's selection of contractors and suppliers of goods and services.


FAMU also acknowledges its responsibility to cultivate a community in which diversity and inclusion is valued and opportunity is balanced. The following non-exclusive University regulations – University Regulation 10.103 Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures, and University Regulation University Regulation 1.022 Title IX Sex Discrimination and Sexual Misconduct Prohibition, and Formal Hearing Process, as well as Regulation 1.019, University Code of Conduct, communicate principles of workplace and educational equity, expectations of collegiality and respect, and the grievance process for behaviors that may be in violation of these regulations.

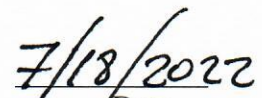
Latrecha K. Scott, Ph.D., Director of Equal Opportunity Programs/University Title IX Office is appointed to facilitate University-wide compliance and address complaints concerning these matters. Questions regarding the aforementioned should be directed to Dr. Scott at the address listed below.

### Office of Equal Opportunity Programs

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Signed:

  
Larry Robinson, Ph.D.  
President

  
Date

**2022 Florida Educational Equity Report  
Florida Agricultural and Mechanical University  
Data Year 2020-2021**

**PART I.  
EXECUTIVE SUMMARY  
INTRODUCTION**

The Florida Educational Equity Report (Report) has been developed and presented in accordance with the Florida Educational Equity Act (§1000.05, Fla. Stat.) and the Florida Board of Governors' Equity Regulation 2.003 Equity and Access. Each State University Equity Officer is responsible for preparing the Report, which is submitted to the University President, approved by the University's Board of Trustees, and then submitted to the Florida Board of Governors annually. The Florida Agricultural and Mechanical University's (FAMU or University) Office of Equal Opportunity Programs (EOP) prepares the Report, which includes, at a minimum, information on (1) appropriate student participation in programs where protected classes are underrepresented, (2) gender equity in athletics, and (3) tenure-track faculty positions. This Report is prepared, adopted, and implemented in good faith to fulfill the University's commitment to equity and diversity in accordance with the aforementioned statute and guidelines established by the Board of Governors.

This 2022 Florida Equity Report covers fiscal year 2020-2021 and exemplifies FAMU's progress in the areas of Academic Programs, Gender Equity in Athletics, Employment, Promotion & Tenure, and Other Requirements. This Report also serves as a method for identifying and resolving potential issues of inequity. By addressing these issues, we affirm FAMU's commitment to increasing the representation of women, minorities, and other underrepresented groups at the University.

***FAMU's Statement on Diversity, Equity and Inclusion***

Established in 1887 to meet the needs of underrepresented and underprivileged students in Florida, FAMU has always embraced diversity and inclusion as it relates to understanding and valuing differences, as well as leveraging those differences and similarities of all of its constituents and key stakeholders for the greater good of the University and the State of Florida. FAMU values diversity in thought, perspective, and culture. Our culture is fueled by our diversity and strengthened by inclusion. We enroll nearly 9,000 students hailing from across the United States and more than 70 countries, including several African countries, the Bahamas, Brazil, Indonesia, China, and the United Arab Emirates, to name a few. Our student body, faculty, staff, and community outreach include representatives from all racial, ethnic, nationalities, LGTBQ identities, and socio-economic and religious backgrounds.

**A. DESCRIPTION OF PLAN DEVELOPMENT**

The Equal Opportunity Programs Office coordinated and compiled the data included in this Report from officials in the University's divisions, with their respective offices, to include the Division of Academic Affairs; the Division of Student Affairs, which includes Diversity and Inclusion, Enrollment Management, Campus Safety and Security, New Student Orientation, IGNITE Transfer Program, Student Conduct and Conflict Resolution, TRIO (Student Support Services, Educational Talent Search, Educational Opportunity Center, and Upward Bound Math & Science);

the Division of Finance and Administration, which includes the Office of Human Resources, Facilities, Planning, Construction and Safety, and Office of Operational Effectiveness & Procurement Services; and Intercollegiate Athletics. The data collected focuses on women and members of specific race/ethnic protected classes or underrepresented minority groups. Integrated Post-Secondary Education Data System (IPEDS) terminology for these classes was used for reporting. Beginning Summer 2010, the classes were Black (B), Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races ( $\geq$  Two). Data on Whites (W) and Non-Resident Aliens (NRA) are also included in the tables provided in this Report. Prior to submission to the Board of Governors, the data was reviewed by and comments solicited from the Vice Presidents, the President's Senior Leadership Team, FAMU's President, and FAMU Board of Trustees.

## **B. SUMMARY OF INSTITUTIONAL PROGRESS**

Since its founding, diversity, equity, and inclusion have been embedded in FAMU's identity and culture. We recognize the key role they play in a student's academic success or failure. FAMU seeks and actively recruits students, faculty, and staff from diverse racial, gender, ability, ethnic, national origin, religious, economic, social, and academic backgrounds.

***Student Recruitment/Enrollment/Retention/Graduation:*** Below is a summary of programs and academic initiatives designed to improve academic, athletics, student, and housing facilities on campus that will foster and enhance a student's academic and overall college experiences. These services focus on employing best practices in higher education to recruit, enroll, retain and graduate a diverse student body as well as to recruit and hire diverse and qualified faculty and staff.

The University has seen significant increases in retention and graduation rates during the implementation of the Graduation Rate Improvement Plan over the past three years. During this time period, four-year graduation rates have increased from 22.5% to 34.6% and the Academic Progress Rate (APR) has increased from 71.3% to 82.2%. This tremendous success can be attributed to the coordinated efforts taken by the Divisions of Academic and Student Affairs to break down traditional administrative silos to support the implementation of a campus-wide Student Success Framework. The three key initiatives and investments are: increase student success outcomes, support faculty excellence, and broaden FAMU's role and impact to meet Florida's community and workforce needs.

In addition to the overarching University goals, specific colleges have set goals to expand the traditional racial and gender demographics seen in their respective industries. For example, in College of Education (COE) undergraduate programs, the ideal student is a high-achieving student with a GPA ranging between 3.0 and above. COE students should represent diverse cultural, ethnic, and linguistic backgrounds characterizing the population of our nation's PK-12 classrooms. Students should also come from different educational settings including recently graduated high school seniors, community college transfers, and non-traditional students. Further, COE students should represent different ages, genders, and gender identities in addition to geographic backgrounds, including Florida and non-Florida residents and/or other nationalities. COE students are encouraged to enroll in education majors not traditionally associated with the existing public-school teacher profile (White females, mid-20s typically teaching elementary school grades).

Examples would include enrollees such as African American, Asian, and Hispanic males in elementary education, African American, Asian, and Hispanic females in STEM, and females in sports management/physical education.

### **Academic**

*Academic support services:* The University has made strategic investments to expand staffing levels in the areas of academic advisement, academic coaching, career counseling, and mental health counseling. The Offices of Freshmen Studies, Transfer Services, and Transfer Student Success and Retention measured gains in Academic Progress Rate, transfer student enrollment, and graduation rates are reflective of the impact and effectiveness of the above initiatives. The 2020 FTIC fall cohort enrolled with a 3.67 average GPA, an increase of 0.11 points compared to 3.56 in Fall 2019. This cohort included 1,032 new FTICs and 205 new Florida College System AA transfers. The University's total enrollment was 8,872.

*Goals:* Hire academic professional and student support staff.

*Academic Recovery Program:* The Academic Recovery Program was implemented in Spring 2020 to provide additional support for first-year students with first-semester GPAs below a 2.0.

*Goals:* Develop a plan for GPA recovery.

*Freshman Certified Courses:* A faculty development initiative was implemented Summer 2020 to assist faculty with redesigning first-year courses to better integrate best practices, principles, and design elements related to freshmen student retention and progression. Instructors collaboratively reshaped their courses to focus on three critical areas: socializing students for academic excellence, student-centric course design, and developing cognitive connections with the course content.

*Goals:* Increased investment for student recruitment and retention, strengthening academic degree programs, expanding distance education infrastructure and program offerings, enhancing career development services, and upgrading academic facilities.

*Living Learning Communities (LLCs):* With increased funding, the University increased from 10 to 12 Living Learning Communities (LLCs) in 2020-21, with student participation increasing from 298 to 386 in the past year. LLCs allow students of diverse backgrounds with common academic interests to live, work, and socialize together. This has led to higher GPAs and improved retention and graduation rates – key metrics that count toward the University's Performance Based Funding. The LLCs are open to and includes all races, ethnicities, abilities and gender identities.

*Goals:* One new LLC is slated to be offered in Fall 2021.

*Peer Mentoring:* During the Fall 2020 semester, more than 40 peer mentors were employed by the Office of Freshmen Studies to provide support to students enrolled in the Student Life Skills (SLS 1101) course. The peer mentors held bi-weekly mentoring sessions, facilitated over 10 workshops, and provided coaching to mentees on academic success skills. The Office of Freshmen Studies piloted a new peer mentor matching software, which allowed mentors to record one-on-one session notes and provide analytics on the sessions' common themes.

*Goals:* Fully adopt the peer mentor matching software for peer mentoring.

*Early Alert System (Civitas):* The Early Alert System will be used by faculty to identify students who are at risk and having difficulty. The information may be shared directly with advisors and other campus staff that have a responsibility for student success. The system has a proven track record of positive impact on retention and graduation rates.

*Goals:* Fully adopt Civitas Inspire for advisement and early warning, positively impacting retention and graduation rates.

*IGNITE Transfer Program:* FAMU has nineteen (19) IGNITE Memorandum of Understanding's (MOU) with other state or community colleges. FAMU executed a MOU with Florida Southwestern State College on July 22, 2022. FAMU is achieving its goals to have MOUs with all the remaining state colleges.

*Goals:* FAMU will execute an MOU with at least one of the remaining in 2022-23.

*Course Redesign:* The Office of Freshmen Studies implemented a re-designed Student Life Skills (SLS 1101) course in Fall 2020. This course assists incoming students with developing effective academic skills and adjusting to the college environment. Since Fall 2020, over 70% of freshman students enrolled in the course had a semester GPA of 3.0 or higher, compared to 48% for freshmen who were not enrolled in the course.

*Goals:* Increased investment for student recruitment and retention, strengthening academic degree programs, expanding distance education infrastructure and program offerings, enhancing career development services, and upgrading academic facilities.

*Textbook Affordability:* FAMU established a partnership with Cengage to offer subscription-based access to course materials through Cengage Unlimited. The subscription provides students with access to thousands of eBooks, study guides and other materials for \$123.36 per calendar year—less than the cost of most hardcover textbooks. Since Fall 2020, 1,950 subscriptions have been sold to students, with an average estimated cost saving of nearly \$1,200 per student. FAMU has a policy on Textbook Affordability. See Regulation 4.105 [https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university\\_regulations/pdf/Textbook%20Affordability%20Regulation%20.pdf](https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university_regulations/pdf/Textbook%20Affordability%20Regulation%20.pdf)

*Office of Undergraduate Research:* Last reporting period, the Office of Undergraduate Research sponsored over 75 on-campus and virtual research experiences to students. In AY 2020-21, the Office has sponsored over 125 research experiences for students across ethnic, facial, gender and social economic backgrounds.

*Goals:* To increase research opportunities to 85 students.

*Undergraduate Admissions:* The Office of Undergraduate Admissions mission is to evaluate applicant files and serve a diverse student population while maintaining integrity of the admissions process ensuring efficient and consistent evaluation of credentials. AY 2020-21 the Admissions Office improved its customer service by implementing the University Email and telephone protocol and decreased the number of unanswered calls to the office. In addition, Guaranteed Decision Dates were implemented, with a goal of five guaranteed decision dates. Due to the Covid-19, four of the dates were successfully met. AY 2020-21, the Admissions Office met or exceeded previous year number or percentage. The percentage of applicants admitted increased from 54% to 62% for second Bachelor's degree. The percentage of applicants admitted increased from 35% to 36% for Transfers.

*Goals:* Continuous commitment to improving the student experience by implementing the best practices in regards to customer service. Implementing our Self-Reporting Transcript Portal. Improving technology by launching Image Capture and upgrading Campus Solutions Software to version 9.2. Continuation of revising job descriptions and aligning all positions to ensure the Office is operating at its optimal potential.

*Academic Advising:* The mission of the Undergraduate Student Success Center is to support student recruitment, retention, progression, and graduation through the establishment of critical thinking skills conducive to the core values of Florida Agricultural and Mechanical University (FAMU). It provides a forum for discussion, debate, and exchange of ideas through University wide trainings and seminars designed to introduce global strategies to assist with student



development. The Office offers programs and services that promote student learning, development, persistence, completion and student satisfaction. The following data, are results of the 2020-2021 student satisfaction surveys that was developed by the Center for Academic Advising to support and validate advising services, while necessary feedback from students is given to effectively evaluate and support the following departmental goals/objectives:

- Teach and Engage Advisees (Students)
- Provide Exceptional Student Experience and Excellent Customer Service
- Promoting a conducive advising environment

The results presented demonstrate a continuous need for improvement. The 2021 Assessment Report was fully supported by the data provided, as a result the Center for Academic Advising met its departmental goals/objectives. There were collaborations and partnerships with the local community. The Office of Transfer Services held a collaboration regarding the transfer fair at Tallahassee Community College.

*Goals:* The Office will continue to provide exceptional student experience, continue to provide outstanding customer service, engage students (advisees) regarding the advising process, encourage collaboration and teamwork among the staff, provide consistent Professional Development for staff, develop academic advising manual, and develop academic advising website.

### **Financial Aid**

*Academic Progression Grants:* University used funds from its Performance Based Funding (PBF) allocation to address student financial needs by awarding 775, scholarships totaling \$1.5 million to as diverse group of students.

*Oracle Student Financial Planning Project (SFP):* In February 2020, the SFP system was installed. In March 2020, FAMU Financial Aid, Technical and Sierra-Consultants began evaluation of the then current business processes. October 2020, FAMU uploaded FAFSA applications in SFP. November 2020, FAMU opened the SFP portal and allowed students to begin submitting verification documents. February 2021, FAMU began budget and awarding new students for Fall 2021. Positive impacts of the SFP system for students are high visibility, clear program eligibility, electronic document submission, simplified verification, and imbedded loan counseling/debt management for students. For staff, SFP improves business processes to include verification of parent signature process, document intake, updated student loan data, Department of Education annual updates, improved compliance, and same day awarding.

*Financial Assistance:* In 2020-2021, \$8.5M in CARES Act Money was provided to approximately 6,079 students from various socioeconomic groups, which helped ameliorate the devastating financial impacts the pandemic had on many of FAMU's students.

*Goal:* To at least maintain the level of financial assistance to students.

### **Student Success**

*Construction Projects:* The following construction projects continue with the goal of keeping our students the primary focus:

*Center for Access and Student Success (CASS):* During the Spring 2021 semester, FAMU opened the new Center for Access and Student Success (CASS). The CASS is a one-stop-shop for student services designed to assist students with a multitude of unique challenges, houses recruitment, admissions, financial aid, registrar, student accounts, Center for Disability Access and Resources (CeDAR), undergraduate student success center, counseling services, student health services,

Veteran Affairs, and the career center. These services were previously located in several buildings, the Foote-Hilyer Administration Building, Lucy Moten Building, and mobile units throughout campus. The CASS building promotes equity for FAMU students by placing them on par with other SUS institutions and other colleges and universities in line with best practices nationally. Colleges and universities across the country have implemented a one stop shop with a number of various efforts to enhance the academic success of students.

*700-bed Residence Towers & Dining Hub:* The 700-bed Residence Halls and Dining Hall in southeast quadrant of campus, originally scheduled to come online during AY 2019-20 academic year but was delayed due to COVID-19 related construction issues, actually opened during AY 2020-21. FAMU has created a 21<sup>st</sup> century living and learning community that helps it recruit, retain, and graduate the best students in the world.

*Student Amphitheater:* This facility opened AY 2020-21 and additional upgrades to the sound system are planned for AY 2021-22. This facility will also be available to the community for rental space.

*Goals:* FAMU intends to increase and modernize its student housing over the next few years. There are new housing projects to be added in 2023.

### ***Faculty & Administrative Employment***

Human Resources and Academic Affairs continue to promote the recruitment, hiring and promotion of diverse individuals at FAMU. In Fall 2021, female tenure track faculty decreased by 6.12% from 49 to 46. The white male tenure track faculty count remained the same with 53 faculty members. FAMU has engaged in a compensation strategy plan designed in to recruit, develop and retain a diverse and qualified workforce and to ensure fair and competitive pay for employees, including faculty.

*Goals:* The compensation strategy/plan is expected to be completed in Spring 2023. However, FAMU will continue to make investments to support new faculty hires in programs of strategic emphasis, provide competitive salaries to retain existing faculty, expand support for professional development and upgrade facilities to support teaching and research activities. Another goal is to increase the number of female tenure applicants.

### ***Gender Equity in Athletics***

In AY 2020-21, the Athletics Department reduced its intercollegiate Division I Athletics sports from 16 to 14, eliminating two (2) male sports: tennis and cross-country track. This resulted in positive gender equity among the coaching staff. Seven (7) of the 14 head coaches are female; whereas in 2019-20, seven (7) of the 16 head coaches were female. For the 2020-21 academic year, FAMU's goal was to continue with upgrading facilities and the locker room spaces for Men's and Women's sports teams. Many of these upgrades have been completed. More than \$800,000 was raised and contributed to these upgrades. Upgrades to the locker rooms as indicated in last year's report were completed in 2022.

*Goals:* Increase donations by alumni groups for major equipment purchases and provide consistent strengthening and conditioning services as well as training and medical support to all sports by 2023.

**C. BUDGET PLAN:**

FAMU has dedicated resources and personnel to diversity, equity, and inclusion across the enterprise. FAMU has maintained resources that support its diversity, equity and inclusion goals as set forth in Attachment A to this Report. Specifically, FAMU has a designated position in Human Resources as the Chief Human Resources and Diversity Officer, who is responsible for developing, implementing, and monitoring all diversity and inclusion (D&I) programs and strategic initiatives within the University. See Attachments B-E, FAMU’s Diversity, Equity & Inclusion Strategies & Plan. Additionally, other University offices promote diversity, equity and inclusion initiatives and have dedicated personnel and resources toward these initiatives. FAMU has also invested heavily in online training to provide students, faculty and staff with important information regarding equity, diversity, and discrimination/harassment prevention. FAMU also provided compliance training on discrimination. See Attachment F for Training Modules Provided by Human Resources of ODT; Attachment G, Training Provided by Equal Opportunity Programs and Title IX Office.

*Colleges & Schools:* Many of FAMU’s Colleges and Schools rank among the most racially, ethnically, and culturally diverse in the State University System and the nation.

*FAMU-FSU College of Engineering:* During AY 2019-2020, undergraduates in the program total 2,252 students. The largest demographic was White students 51%, Hispanic 19.8%, Blacks 19.2%, other ethnicities 5.4%, Asians/Pacific Islands 3.8%, and Native American 0.4%. The largest ethnic group of students in the graduate program are Asians/Pacific Islands 34%, White students 29%, Black students 21%, Hispanics 7.7%, and other ethnicities 7.7%. The diversity correlates with the AY 2019-2020 gender breakdown: 73% of the students are males, and 27% are females, which at the time was one of the highest percentages when it came to women in engineering programs in the country. African-American students make up 19% of the Joint College student population, Hispanics 17%, and Females 27%. Table 3.8 illustrates the Joint College’s success in minority recruitment compared to other SUS schools, but also highlights the potential for improvement especially with female students. There are plans to focus recruitment efforts towards growing other minority enrollment such as Asians, which currently make up 3 percent of total Joint College enrollment. See Attachment H.

Table 3.8: Minority Enrollment for SUS Engineering Colleges								
	FAMU/FSU	UF	UWF	FGCU	FIU	UCF	USF	FAU
African-American	19%	3%	6%			7%		15%
Hispanic	17%	19%	6%			25%		27%
Female	27%	29%	39%	24%	21%	19%	22%	19%

Note: The data above was gleaned from each school’s web page, some of which did not include data for African-American and Hispanic enrollment.

*FAMU College of Law:* In AY 2020-21, FAMU College of Law was nationally recognized for Diversity by National Jurist and U.S. News & World Report. *Diversity, Equity & Inclusion (Community Outreach)*. Additionally, in AY 2020-21, the College of Law was ranked 14<sup>th</sup> among the most diverse law schools in the Winter 2021 edition of prelaw magazine. According to The Internet Legal Research Group (ILRG), FAMU College of Law ranks number 5 in presence of minority students and number 16 in presence of female faculty in national comparison.

*COVID-19 Testing & Vaccination Sites* are open to the community and serve individuals in Tallahassee, Leon County, surrounding counties, and individuals from nearby states (particularly individuals that may commute to work in Tallahassee, i.e. Thomasville, GA.). The site's specific objective is to serve minority and underserved individuals. The testing site has always provided priority service to health care workers, first responders (Tallahassee Police Department, Leon County Sheriff's Department, Florida Wildlife Commission, and Florida Department of Law Enforcement), Army National Guard, Florida Department of Health, and area migrant workers. The testing site will also provide in car service to individuals that are disabled. Students from Tallahassee Community College, Florida State University, and Florida A&M University all utilize the testing and vaccination sites, as well as individuals from the community.

*Medical Marijuana Education and Research Initiative (MMERI)* has received funding from the legislature to educate "minorities about marijuana for medical use and the impact of the unlawful use of marijuana on minority communities." In the fourth quarter of 2020-21, MMERI's outreach efforts to Florida's minority communities via radio ads, forums, and workshops were as follows: Hispanic 5,927,854, Black 8,910,330, Asian 1,233,376, Native American 795,500, and Mixed/Other 1,335,125. MMERI and its media partners produced new radio and television public service announcements and placed them on iHeartRadio stations and the Florida Association of Broadcasters public education campaign. The placements blanketed the state's airwaves with information about medical marijuana and the impact of the unlawful use of marijuana, as well as public education related to the monthly campaign topics. MMERI has received more than \$3.5 million in contracts with minority businesses.

*FAMU College of Education (COE):* COE undergraduate programs will increase its focus on enrolling African American, Asian, and Hispanic males in the elementary education. In addition to, African America, Asian, and Hispanic females in STEAM, and females in sports management/physical education. COE graduate programs represent diverse cultural, ethnic, and linguistic backgrounds characterizing the population of our nation's PK-12 classrooms. COE uses three recruitment strategies to meet its recruits, face-to-face, virtual and hybrid.

*Minority Business Enterprise/Women Minority Business Enterprise (MBE/WMBE) Vendors:* FAMU continues to engage minority and women vendors in its procurement projects. In AY 2020-21, FAMU had seven (7) MBE/WMBE vendors for a total budget of \$4,660,262.17 with a project budget of \$847,096.28 project budget or 20% of the work; whereas in AY 2019-20, FAMU had six (6) MBE/WMBE vendors for a total of \$847,097 of \$4,634,850.00 project budget or 18.28% of the work. Current efforts for increased engagement and promotion of access and opportunity for all supplier groups include cultivation of relationships through networking opportunities, encouragement for university departments to utilize MBE/WMBE, and collaboration with the Small Business Development Center to address Economic and Business Development needs of MBE/WMBE.

*Goals:* FAMU will continue to be an effective partner with the State of Florida to provide community access to COVID-19 testing and vaccination services. We have placed emphasis on increasing corporate and philanthropic partnerships in support of our academic and community outreach initiatives. These efforts will continue, and expand, as we work to help ensure Florida maintains a vibrant and robust economy. In being a good corporate citizen, FAMU's COVID-19 Testing and Vaccination Sites, which were secured through partnerships with several corporations, further demonstrates our commitment to deploy our resources in furtherance of diversity, equity, and inclusion.

**PART II.**  
**POLICIES AND PROCEDURES IN SUPPORT OF EQUITY**

During AY 2020-2021, FAMU reviewed its policies and procedures including, but not limited to, those related to discrimination/harassment, Student Code of Conduct, and compliance with Title IX of the Education Amendments of 1972. These policies play a key role in FAMU's efforts to ensure its campuses are inclusive and free of prohibited discrimination. On September 3, 2020, the Board of Trustees approved amendments to the University Code of Conduct, Student Code of Conduct, Housing, Assessment and procedures regarding the Care Team, Due Process, and Other Rights and Responsibilities. FAMU Non-Discrimination Regulation 10.103 is set forth in Attachment I. The federally mandated posters (outlining equity laws) are strategically posted in heavily populated and often-visited areas of the campus, such as Human Resources. Policies are accessible by website, and/or by contacting EOP.

FAMU annually reviews its policies to determine whether they should be revised and/or updated.

FAMU maintains a website with information for students, parents, faculty, staff, and third parties regarding Title IX (federal law that prohibits sex discrimination), and provides guidance about how to report incidents of sexual harassment or discrimination. Individuals can access this site to submit a report directly to FAMU's Title IX Coordinator regarding an incident of sexual harassment or discrimination. Individuals also may report concerns of discrimination, discriminatory harassment and/or retaliation directly to the EOP and retaliation to the Office of Ethics and Compliance via the offices' website. Discussions, awareness, and training are conducted broadly at such venues as new student, employee, and faculty orientation sessions; new supervisor training; and in-service programs for resident assistants.

See also Attachment J, FAMU Title IX Information and Attachment K, Equal Opportunity Program. FAMU's Regulations and Policies and information on diversity, equity, and inclusion are available on <http://www.famu.edu/index.cfm?a=regulations>; <https://www.famu.edu/index.cfm?a=EOP>; and <https://www.famu.edu/index.cfm?hr>. The regulations and policies that are specifically formulated to ensure equity at FAMU are as follows:



<b>Date</b>	<b>Regulation/Policy</b>	<b>Web Address</b>
October 3, 2020	Title IX 1.022	<a href="http://www.famu.edu/regulations/1.022%20Title%20IX%20100320%20FINAL.pdf">http://www.famu.edu/regulations/1.022%20Title%20IX%20100320%20FINAL.pdf</a>
September 9, 2020	Admissions (FTIC, International, Veteran)2.015	<a href="http://www.famu.edu/regulations/RegulationAdmissionsFinal9-8-20.pdf">http://www.famu.edu/regulations/RegulationAdmissionsFinal9-8-20.pdf</a>
June 4, 2020	Due Process, Other Rights and Responsibilities 2.013	<a href="http://www.famu.edu/regulations/Regulation2.013DueProcess12072020FINAL.pdf">http://www.famu.edu/regulations/Regulation2.013DueProcess12072020FINAL.pdf</a>
June 4, 2020	Consensual Relationship Policy 10.112	<a href="http://www.famu.edu/regulations/Regulation10.112ConsensualRelationships.pdf">http://www.famu.edu/regulations/Regulation10.112ConsensualRelationships.pdf</a>
December 17, 2019	University Code of Conduct 1.019	<a href="http://www.famu.edu/regulations/1.019%20University%20Code%20of%20Conduct%2012-19%20Reg.pdf">http://www.famu.edu/regulations/1.019%20University%20Code%20of%20Conduct%2012-19%20Reg.pdf</a>
July 9, 2018	Freedom of Expression and Assembly of Rights and Responsibilities 5.005	<a href="http://www.famu.edu/regulations/7.9.18%20Revised%20Regulation%20FREE%20SPEECH%20Final.pdf">7.9.18 Revised Regulation FREE SPEECH Final.pdf (famu.edu)</a>
June 8, 2017	Academic Dishonesty	<a href="https://www.famu.edu/BOT/Academic%20Honesty%20Policy%207.27.17.pdf">https://www.famu.edu/BOT/Academic%20Honesty%20Policy%207.27.17.pdf</a>
June 11, 2016	Educational Research Center for Child Development 2.032	<a href="http://www.famu.edu/regulations/FINAL%20Reg.%202%200032%20EducationalResearchCenterforChildDevelopment.pdf">http://www.famu.edu/regulations/FINAL%20Reg.%202%200032%20EducationalResearchCenterforChildDevelopment.pdf</a>
May 2, 2014	Nondiscrimination Policy and Discrimination and Harassment Complaint Procedures 10.103	<a href="http://www.famu.edu/regulations/Amended%20Regulation%20%2010%20103%20FINAL%207%201%202014.pdf">http://www.famu.edu/regulations/Amended%20Regulation%20%2010%20103%20FINAL%207%201%202014.pdf</a>
December 5, 2005	Employment of Relatives 10.121	<a href="https://www.famu.edu/regulations/Regulation10.121EmploymentofRelatives.pdf">https://www.famu.edu/regulations/Regulation10.121EmploymentofRelatives.pdf</a>
October 6, 2005	Intercollegiate Athletics Policy 2005-17	<a href="http://www.famu.edu/BOT/BOT-POLICY_-_Intercollegiate_Athletics_Policy.pdf">http://www.famu.edu/BOT/BOT-POLICY_-_Intercollegiate_Athletics_Policy.pdf</a>
June 3, 2001	Complaint Procedures for USPS Employees	<a href="http://www.famu.edu/regulations/Regulation%2010.303%20Complaint%20Procedures%20for%20USPS%20Employees.pdf">http://www.famu.edu/regulations/Regulation%2010.303%20Complaint%20Procedures%20for%20USPS%20Employees.pdf</a>
June 3, 2001	Disciplinary and Separation from Employment Actions for Faculty 10.205	<a href="http://www.famu.edu/regulations/10_205_Disciplinary_and_Separation_from_Employment_Actions_for_Faculty.pdf">http://www.famu.edu/regulations/10_205_Disciplinary_and_Separation_from_Employment_Actions_for_Faculty.pdf</a>
<b>Date</b>	<b>Regulation/Policy</b>	<b>Web Address</b>

June 27, 1996	Academic Freedom and Responsibility 10.203	<a href="http://www.famu.edu/regulations/10_203_Academic_Freedom_and_Responsibility.pdf">http://www.famu.edu/regulations/10_203_Academic_Freedom_and_Responsibility.pdf</a>
June 27, 1996	Complaint Procedures for Tenured or Permanent Status 10.206	<a href="http://www.famu.edu/regulations/10_206_Complaint_Procedures_for_Tenured_or_Permanent_Status_Employees.pdf">http://www.famu.edu/regulations/10_206_Complaint_Procedures_for_Tenured_or_Permanent_Status_Employees.pdf</a>
April 4, 1985	Intercollegiate Athletic Scholarships 3.014	<a href="http://www.famu.edu/regulations/3.014.pdf">http://www.famu.edu/regulations/3.014.pdf</a>
July 1, 2021	Name, Image, & Likeness (NIL) Policy	<a href="https://famuathletics.com/sports/2022/2/22/nil-policy.aspx#:~:text=a)%20Florida%20A%26M%20University%20shall,Regulations%2D%20Florida%20Agricultural%20and%20Mechanical">https://famuathletics.com/sports/2022/2/22/nil-policy.aspx#:~:text=a)%20Florida%20A%26M%20University%20shall,Regulations%2D%20Florida%20Agricultural%20and%20Mechanical</a>
April 22, 2020	Textbook Affordability 4.105	<a href="https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university_regulations/pdf/Textbook%20Affordability%20Regulation%20.pdf">https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university_regulations/pdf/Textbook%20Affordability%20Regulation%20.pdf</a>

Information regarding additional procedures, guidelines and forms formulated to ensure equity can be found on FAMU's websites and are as follows:

<b>Operating Procedure</b>	<b>Web Address</b>
Reasonable Accommodations HR-1004	<a href="http://famu.edu/hr/Guides_And%20Procedures/GPPDF/HR-1004-Reasonable%20Accomodation.pdf">http://famu.edu/hr/Guides_And%20Procedures/GPPDF/HR-1004-Reasonable%20Accomodation.pdf</a>
Recruitment Procedures HR-1000	<a href="http://famu.edu/hr/Guides_And%20Procedures/GPPDF/M%20E%20M%20O%20R%20A%20N%20D%20U%20M%20-%20HR-1001-Recruitment%20Procedures030518.pdf">http://famu.edu/hr/Guides_And%20Procedures/GPPDF/M%20E%20M%20O%20R%20A%20N%20D%20U%20M%20-%20HR-1001-Recruitment%20Procedures030518.pdf</a>
Veteran's Preference HR-1009	<a href="http://famu.edu/hr/Guides_And%20Procedures/GPPDF/HR-1009-Veterans'%20Preference.pdf">http://famu.edu/hr/Guides_And%20Procedures/GPPDF/HR-1009-Veterans'%20Preference.pdf</a>
Family Medical Leave Act HR-3001	<a href="http://famu.edu/hr/Guides_And%20Procedures/GPPDF/HR-3001-Family%20Medical%20Leave%20Act.pdf">http://famu.edu/hr/Guides_And%20Procedures/GPPDF/HR-3001-Family%20Medical%20Leave%20Act.pdf</a>
Absences for Religious Holidays HR-3009	<a href="http://famu.edu/hr/Guides_And%20Procedures/GPPDF/HR-3009-Absences%20for%20Religious%20Holidays.pdf">http://famu.edu/hr/Guides_And%20Procedures/GPPDF/HR-3009-Absences%20for%20Religious%20Holidays.pdf</a>

**PART III.  
ACADEMIC PROGRAMS REVIEWS (A, B, & C)**

Due to COVID-19, FAMU had to change its in-person teaching modality to either online or remote. This presented a challenge for both students and some faculty. Laptops had to be provided to students and faculty. Those faculty members who were not comfortable with teaching remotely via ZOOM were provided tutorials and assistance. Students were also given assistance with online and/or ZOOM technology. Infrastructure improvements had to be made to facilitate this modality of instruction and the FAMU made the necessary financial investments.

*Goals and Results:* For the 2020-21 academic years, FAMU’s goal was to maintain or increase the underrepresented member degrees at all levels and increase underrepresented members obtaining First Professional Degrees. FAMU provides data and quantitative tables for 2020-21 to illustrate the University’s status in enrollment, retention/graduation rates and completions (Part III, Tables 1-8). The following are some highlights of that data:

**Table 1. First-Time-In-College Enrollment (Full-time)**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	0	302	0	2	20	0	13	4	0	341
Women	1	737	0	2	33	0	15	10	0	798
<b>Total Fall 2021</b>	<b>1</b>	<b>1,039</b>	<b>0</b>	<b>4</b>	<b>53</b>	<b>0</b>	<b>28</b>	<b>14</b>	<b>0</b>	<b>1,139</b>
<b>Category % of Total Fall 2021</b>	<b>0%</b>	<b>91%</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>2%</b>	<b>1%</b>	<b>0%</b>	<b>100%</b>
<b>Total FTIC Fall 2016</b>	<b>13</b>	<b>1,141</b>	<b>0</b>	<b>6</b>	<b>52</b>	<b>0</b>	<b>33</b>	<b>48</b>	<b>0</b>	<b>1,293</b>
<b>Category % of Total Fall 2016</b>	<b>1%</b>	<b>88%</b>	<b>0%</b>	<b>0%</b>	<b>4%</b>	<b>0%</b>	<b>3%</b>	<b>4%</b>	<b>0%</b>	<b>100%</b>
<b>Percentage Change in number from Fall 2016 to Fall 2021</b>	<b>-0.9%</b>	<b>3.0%</b>	<b>0.0%</b>	<b>-0.1%</b>	<b>0.6%</b>	<b>0.0%</b>	<b>-0.1%</b>	<b>-2.5%</b>	<b>0.0%</b>	<b>0%</b>

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

FAMU continues to enroll a diverse first-time in-college student population. Analysis indicated the University’s overall enrollment for full-time first-time in-college student population declined, 11.9%, from 1,293 to 1,139, when compared to five years ago. In addition to the population decline, the diversity student proportion shifted slightly. The proportion of Black and Hispanic students increased slightly. Black and Hispanic students make up a slightly larger share of the student population increasing from 88% to 91% and 4% to 5%, respectively. In contrast, the proportion of Whites, Two or More Races and Asians declined between one and three percent. The decline in the full-time first-time in-college follows the national trend of undergraduate enrollment decline. According to the National Student Clearinghouse, many students continue to sit out as

institutions navigate another year of COVID-19. The University continues its commitment to enrolling a diverse student population.

**Table 2. Florida Community College A.A. Transfers (Full-time)**

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
<b>Total Fall 2021</b>	<b>0</b>	<b>571</b>	<b>1</b>	<b>4</b>	<b>20</b>	<b>0</b>	<b>50</b>	<b>9</b>	<b>0</b>	<b>425</b>	<b>230</b>	<b>655</b>
<b>Category % of Total Fall 2021</b>	<b>0%</b>	<b>87%</b>	<b>0%</b>	<b>1%</b>	<b>3%</b>	<b>0%</b>	<b>8%</b>	<b>1%</b>	<b>0%</b>	<b>65%</b>	<b>35%</b>	<b>100%</b>
<b>Total Fall 2016</b>	<b>3</b>	<b>514</b>	<b>1</b>	<b>5</b>	<b>17</b>	<b>0</b>	<b>59</b>	<b>8</b>	<b>0</b>	<b>383</b>	<b>224</b>	<b>607</b>
<b>Category % of Total Fall 2016</b>	<b>0%</b>	<b>85%</b>	<b>0%</b>	<b>1%</b>	<b>3%</b>	<b>0%</b>	<b>10%</b>	<b>1%</b>	<b>0%</b>	<b>63%</b>	<b>37%</b>	<b>100%</b>
<b>Category % Change from 2016 to 2021</b>	<b>-0.5%</b>	<b>2.5%</b>	<b>0.0%</b>	<b>-0.2%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>-2.1%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>1.8%</b>	<b>-1.8%</b>	<b>0%</b>

Source: Student Instruction File. Full-time students.

FAMU continues to enroll a diverse Florida Community College A.A. Full-Time Transfer student population. The majority of students, 98% are Black, White or Hispanic. The number of Florida Community College A.A. Full-Time Transfer students continues to increase. Florida Community College A.A. Full-Time Transfer student enrollment has increased 7.9% compared to five years ago, from 607 to 655. Almost two-thirds of Florida Community College A.A. full-time transfer student are female. The transfer student population increased by 11.0% from 383 to 425 and 2.7% from 224 to 230 for females and males, respectively. The University is committed to the success of Florida Community College A.A. Full-Time Transfer student degree production.

**Table 3. Retention of Full-Time FTICs After One Year**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
<b>Fall 2020 Cohort</b>	<b>0</b>	<b>886</b>	<b>1</b>	<b>2</b>	<b>63</b>	<b>0</b>	<b>15</b>	<b>33</b>	<b>0</b>	<b>670</b>	<b>330</b>	<b>1,000</b>
<b>Category % of Total</b>	<b>0%</b>	<b>89%</b>	<b>0%</b>	<b>0%</b>	<b>6%</b>	<b>0%</b>	<b>2%</b>	<b>3%</b>	<b>0%</b>	<b>67%</b>	<b>33%</b>	<b>100%</b>
<b>Enrolled Fall 2021</b>	<b>0</b>	<b>791</b>	<b>0</b>	<b>2</b>	<b>56</b>	<b>0</b>	<b>9</b>	<b>32</b>	<b>0</b>	<b>603</b>	<b>287</b>	<b>890</b>
<b>Retention Rate</b>	<b>N/A</b>	<b>89%</b>	<b>0%</b>	<b>100%</b>	<b>89%</b>	<b>N/A</b>	<b>60%</b>	<b>97%</b>	<b>N/A</b>	<b>90%</b>	<b>87%</b>	<b>89%</b>

FAMU continues to retain full-time first-time in college students from diverse groups from their freshmen to sophomore years in college. The retention rate of full-time first-time in-college continues to trend up, increasing from 85.80% to 89.00%. Male and female retention rates have also increased during this time from 85.65% to 87.00%, and 85.87% to 90.00%, respectively. The retention of full-time first-time in-college students by ethnicity has increase in a majority of categories as well. Black retention rates increased from 86.64% to 89.28%; Asian retention rates held steady at 100.0%; Hispanic retention rates increased from 77.50% to 88.89%; and Two or More races increased from 85.37% to 97.00%. White retention rates decreased from 81.82% to 60.00%. The University will continue to implement initiatives increase the retention rates of a diverse student population.

**Table 4. Graduation Rate of Full-Time FTICs by Race/Ethnicity**

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
<b>2015-21 Cohort</b>	6	1,372	0	4	38	0	35	160	0	1,079	536	1,615
<b>Category % of Total</b>	0%	85%	0%	0%	2%	0%	2%	10%	0%	67%	33%	100%
<b>Number of Graduates within 6 yrs from cohort</b>	2	748	0	4	19	0	14	94	0	641	240	881
<b>Percent Graduated</b>	33.33%	54.52%	N/A	100.00%	50.00%	N/A	40.00%	58.75%	N/A	59.41%	44.78%	54.55%
<b>Number Still Enrolled in 6th Year from cohort</b>	0	207	0	2	6	0	4	26	0	161	84	245
<b>Percent Retained</b>	0%	15%	N/A	50%	16%	N/A	11%	16%	N/A	15%	16%	15%

Note: FTIC includes Beginners and Early Admits.

FAMU continues to graduate students and make progress in the execution of its graduation improvement plan. The six-year graduation rate of full-time first-time in-college was 54.55%. The graduation rate by gender was 59.41% for females and 44.78% for males. The six-year graduation rates by race/ethnicity showed more of a fluctuation when compared to last year's graduation rate. The graduation rates for Blacks decreased from 56.25% to 54.52% and Whites decreased from 52.27% to 40.00%. In contrast, the graduation rates for Hispanic increased from 22.22% to 50.00% and Two or More Races increased from 37.5% to 58.75%. Asian students maintained a graduation rate of 100%. The University continues to graduate a diverse population of full-time first-time in college within six years and will continue to implement the Graduation Improvement Plan to increase the diversity of graduates.

**Table 5. Bachelor's Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2020-21</b>										
<b>Male</b>	2	412	0	5	17	0	21	14	0	471
<b>Female</b>	4	898	0	3	36	0	27	27	0	995
<b>Total</b>	6	1,310	0	8	53	0	48	41	0	1,466
<b>Category % of Total</b>	0%	89%	0%	1%	4%	0%	3%	3%	0%	100%
<b>AY 2015-16</b>										
<b>Male</b>	6	559	0	5	12	0	23	4	0	609
<b>Female</b>	9	1,030	3	4	8	0	12	1	0	1,067
<b>Total</b>	15	1,589	3	9	20	0	35	5	0	1,676
<b>Category % of Total</b>	1%	95%	0%	1%	1%	0%	2%	0%	0%	100%

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

A comparative look from five years ago reflects a 12.5% decrease in the number of bachelor's degrees awarded from 1,676 to 1,466. The institution continues to graduate students from a diverse



background. This is reflected in the dispersion of degrees awarded based on the category percentage of the total. Hispanic, White, and Two or more races all reflected category percentage increases in degrees awarded ranging from 1% to 3% increases. From a comparative view, the number of bachelor degrees awarded to Hispanic, White, and Two or More Races increased by 165.00%, 37.14%, 720.00%, respectively. The number of female graduates has declined slightly by 6.75% from 1,067 to 995 and males declined by 22.66% to from 609 to 471. The University will continue to implement the Graduation Improvement Plan to increase the diversity of graduates.

**Table 6. Master's Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
<b>AY 2020-21</b>										
Male	3	82	0	1	3	1	5	4	0	99
Female	3	158	0	5	6	0	18	14	0	204
Total	6	240	0	6	9	1	23	18	0	303
Category % of Total	2%	79%	0%	2%	3%	0%	8%	6%	0%	100%
<b>AY 2015-16</b>										
Male	9	80	0	1	0	0	5	0	0	95
Female	8	162	0	0	2	0	4	0	0	176
Total	17	242	0	1	2	0	9	0	0	271
Category % of Total	6%	89%	0%	0%	1%	0%	3%	0%	0%	100%

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

FAMU continues to offer advanced training in various academic disciplines, and the number of master's degrees awarded compared to five years ago increased by 11.81% from 271 to 303. During this same time, the graduates became more diverse. The proportion of master's degrees awarded have increased by gender and race. Additionally, master's degrees earned by males and females increased by 4.21% from 95 to 99 and 15.91% from 176 to 204, respectively. All races followed this same trend with the exception of Blacks, the number of master's degrees earned by Blacks declined less than one percent from 242 to 240. The number of master's earned by Asians, Hispanics, and Whites increased by 500.00%, 350.0%, 155.56%, respectively. The institution will continue to increase the degree production of diverse students at the graduate level.

**Table 7. Doctoral Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2020-21</b>										
Male	0	5	0	1	0	0	1	0	0	7
Female	0	17	0	2	0	0	2	0	0	21
Total	0	22	0	3	0	0	3	0	0	28
Category % of Total	0%	79%	0%	11%	0%	0%	11%	0%	0%	100%
<b>AY 2015-16</b>										
Male	1	5	0	0	0	0	0	0	0	6
Female	2	12	0	0	0	0	0	0	0	14
Total	3	17	0	0	0	0	0	0	0	20
Category % of Total	15%	85%	0%	0%	0%	0%	0%	0%	0%	100%

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

FAMU continues to offer advanced training in various academic disciplines. The number of doctoral degrees awarded compared to five years ago increased by 40.00% from 20 to 28. During this same time, the graduates became more diverse. The proportion of doctoral degrees awarded have increased by gender and race. Additionally, doctoral degrees earned by males and females increased by 16.67% from 6 to 7 and 50.00% from 14 to 21, respectively. Some races followed this same trend, with Asian and White increasing from zero. The University will increase the degree production of diverse students at the graduate level.

**Table 8. First Professional Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2020-21</b>										
Male	0	42	0	1	17	1	33	6	0	100
Female	0	113	0	3	23	0	30	7	0	176
<b>Total</b>	<b>0</b>	<b>155</b>	<b>0</b>	<b>4</b>	<b>40</b>	<b>1</b>	<b>63</b>	<b>13</b>	<b>0</b>	<b>276</b>
<b>Category % of Total</b>	<b>0%</b>	<b>56%</b>	<b>0%</b>	<b>1%</b>	<b>14%</b>	<b>0%</b>	<b>23%</b>	<b>5%</b>	<b>0%</b>	<b>100%</b>
<b>AY 2015-16</b>										
Male	1	48	4	2	12	0	35	1	0	103
Female	1	137	2	8	22	0	32	1	0	203
<b>Total</b>	<b>2</b>	<b>185</b>	<b>6</b>	<b>10</b>	<b>34</b>	<b>0</b>	<b>67</b>	<b>2</b>	<b>0</b>	<b>306</b>
<b>Category % of Total</b>	<b>1%</b>	<b>60%</b>	<b>2%</b>	<b>3%</b>	<b>11%</b>	<b>0%</b>	<b>22%</b>	<b>1%</b>	<b>0%</b>	<b>100%</b>

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

Graduating students earning professional degrees is a priority for FAMU. The number of first professional degrees awarded has declined by 9.80%, compared to five years ago from 306 to 276. First professional degrees awarded by gender followed this same trend, males declined 2.91% from 103 to 100 and females declined 13.30% from 203 to 176. Hispanic and Two or More Races first professional degrees awarded increased by 17.65% from 34 to 40 and 550.00% from 2 to 13, respectively. While Black, American Indian, Asian, and White first professional degrees awarded declined. The University continues to increase diversity in first professional degree programs as reflected in the proportion of graduates (category % of total) by gender and race.

FAMU College of Law increased the median LSAT and GPA of cohorts year over year from 147/3.3 in 2020 to 149/3.42 in 2021, all while maintaining the diversity of the incoming class. The College of Law also improved retention of rising second-year students by awarding more than \$200,000.00 in retention scholarships to returning students.

FAMU’s School of Nursing has developed a Diversity, Inclusion and Equity Proposal that is designed to increase a more diverse student, faculty, and staff within the School of Nursing. See Attachment L. FAMU offers several scholarships and grants that minorities and underrepresented students can access to finance their college education. See Attachment M.

## STUDENT SERVICES REVIEWS (D)

Center for Access and Student Success (CASS), a one-stop-shop for student services designed to assist students with a multitude of unique challenges, houses recruitment, admissions, financial aid, registrar, student accounts, Center for Disability Access and Resources (CeDAR) undergraduate student success center, counseling services, student health services, Veteran Affairs and the career center. CASS provides the following services to undergraduate and graduate students:

1. *Academic Advising*: The Center for Academic Advising helps undergraduate students navigate program requirements for majors. Academic Advisors engage and empower students to take charge of their academic careers, by participating in a wholistic student experience which includes reviewing academic audits, course selection, and preparing for graduation. <http://www.famu.edu/index.cfm?AcademicSuccess>  
*Academic Coaching*: Academic Coaching is the one-on-one process of helping a student examine academic concerns and perceived barriers to success. Academic Coaches assist students to improve time management, organizational skills, create S.M.A.R.T. goals, balance the demands of school and social life, and utilize support services and resources available on campus. Typically, Academic Coaches meet with students biweekly to discuss academic and social topics and to establish short-term goals for the upcoming weeks. For AY 2019-2020, our student composition was 59% freshmen, 16% sophomores, 15% juniors, and 10% seniors. The majority of the students are either self-referrals, referred by faculty, or preferred by one of our various partners on campus.
2. *Admission to Academic Programs*: In keeping with our goals of diversity and inclusion, the Office of Undergraduate Admissions actively recruits and enrolls new first-time-in-college and transfer students to meet the University's enrollment goals. We seek and encourage applications from students of various backgrounds regardless of socioeconomic status, race, color, religion, national origin, sexual orientation, veteran's status, disability, age, marital status, or gender identity/expression. FAMU employs a variety of strategies to attract and enroll a diverse student body, such as scholarships targeted at minority, women, and veteran students. To ensure all qualified applicants are considered for admission, FAMU does not permit and will not tolerate discrimination of any kind during the admissions process.
3. *FAMU Student Health Services (SHS)* is dedicated to promoting optimal health care in its student population with an emphasis on prevention of disease. SHS's values include commitment to quality care and service excellence; collaboration; integrity, confidentiality, and ethical practice; cultivate learning/working environment; respect for diversity and individuality; and honesty and effective communication. <http://www.famu.edu/index.cfm?a=shs>; See Attachment N, 2020-2021 Health Services Annual Report
4. *FAMU Counseling Services*. The Office of Counseling Services (OCS) has been accredited by the International Association of Counseling Services (IACS) since 1989. FAMU currently employs seven (7) FTE clinical staff including the director. OCS met its goal by hiring an additional licensed counselor. The counselor is placed at the College of Law. OCS, the only accredited HBCU counseling service in Florida, provides a confidential, professional, safe atmosphere where students can discuss academic and personal issues. The Office assists students with a variety of concerns such as homesickness, struggles with relationships, study skills, substance use, and depression. OCS offers, among other programs and services,

Individual Counseling; Group Counseling; Couples Counseling; Psychiatric Consultation; Crisis/Emergency Intervention; QPR Suicide Prevention Training; WellTrack Interactive Self-Help Therapy; Workshops; Presentations; and Satellite Campus Services through WellConnect. The Kognito Mental Health training is mandated by the Florida Board of Governors. Each SUS institution is required to have a minimum of 95% participation from faculty and staff who engage students. FAMU has a 99% completion. In addition, the Kognito Mental Health training will be incorporated into the new employee onboarding process. <https://www.famu.edu/students/student-resources/health-and-wellbeing/counseling-services/index.php>

*Goals:* To hire one additional counselor. See Attachment O, 2020-2021 Counseling Services Annual Report.

5. *FAMU Center for Disability Access and Resources (CeDAR)* provides services and academic accommodations for students of all backgrounds on campus with documented physical, psychological, and learning disabilities. CeDAR, which advocates for its participants and encourages them to become their own advocates, helps to dispel negative beliefs others hold about students with disabilities. CeDAR is a Disability Resource Center for students that provides Educational Assessments, and it serves the FAMU community by providing Disability Awareness, Advocacy, & Education. <https://www.famu.edu/students/student-resources/center-for-disability-access-and-resources/index.php>

*Goal:* To improve academic progression, performance, and graduation rates by increasing the effectiveness of our delivery services to students with disabilities.

6. *Clubs and Intramural Athletics Organizations:* FAMU students can participate in more than 300 recognized student clubs and organizations. Approximately 12,822 students accessed Tookes Recreation Center Facility for 2020-21. There were 1,478 unique or repeat visits. FAMU's clubs/organizations include, but are not limited to American Civil Liberties Union, Asian Pacific American Law Student Association, Black Women in Medicine, Caribbean Student Association, Model United Nations, ROTC, Spectrum LGBTQ+Pride Union and more. The Office of Student Activities provides leadership training opportunities, funding, and other benefits to ensure that student life is as dynamic as possible. Additionally, students can research and join several honor societies and professional organizations, as well as Greek fraternities and sororities. These organizations foster opportunities to build leadership skills, character, and a sense of philanthropy and civic engagement through community service projects. <https://www.famu.edu/students/student-resources/campus-recreation/index.php>; See Attachment P, 2020-2021 Annual Report Campus Recreation.

*Intramural Sports Intramural Leagues & Tournaments (15) -All Co-Ed Except Soccer:*

- Fall Flag Football, Indoor Volleyball, Outdoor Volleyball, Indoor Basketball, Flag Football, Table Tennis, Corn Hole, Golf "Iron Accuracy" Competition, Men's Soccer, Women's Soccer, Softball, Indoor Soccer, Billiards, Bowling, and Kickball.

*Sport Clubs (5):*

- Wrestling Club, Fishing Club, Men's Soccer, Women's Soccer, and Outdoor Club.

*Goals:* Subject to COVID-19 health and safety related restraints.

FAMU intends to offer and/or revitalize more diverse variety of officially registered sport clubs and intramural activities for the student population and campus community. (Golf, Lacrosse, Rugby, Table Tennis, Ultimate Frisbee, Archery, Tennis, Rock Climbing Club, and Floor Hockey, etc.).

7. *Collaborations and Partnerships with other FAMU Areas and the Local Community:* FAMU students have access to activities sponsored by other organizations and the opportunities to participate in and/or support other organizations on-campus and in the community, which include, but are not limited, to the following:

- Student Government Association; FAMU Athletics; Department of Health, Physical Education, and Recreation-Physical Education Classes; FAMU Army ROTC; FAMU College of Law; FAMU College of Pharmacy; FAMU Marching 100 Band and Music Department; FAMU DRS (Developmental Research School, K-12); FAMU TRIO; FAMU RIMS Program; FAMU National Alumni Association; National Rattler “F” Club; Black Male Explorer Program; Tallahassee Chapter of the 100 Black Men; Godby High School Sand Volleyball Team; Tallahassee Community College, Recreation Services; and Florida State University – Campus Recreation.

Goals: Subject to COVID-19 health and safety related restraints:

- Begin offering group fitness classes with an intentional focus on class formats that target the gender breakdown of the University.
- Increase Collaboration with the Office of International Educational and Development (OIED).
- Host the International Cultural Awareness and Food Festival.

8. *Student Financial Assistance (SFSS)* is the primary goal of the Office of Student Financial Aid, which provides information about and financial assistance to students and parents in a timely, effective, and customer-friendly environment. SFSS is composed of four units: University Cashier’s Office, Student Accounts, Loans & Collections, and Student Refunds. SFSS is responsible for all monies collected by the University. This includes student’s tuition and fees, grant revenues, auxiliary sales, agency receipts, and departmental collections. The delivery and collection of loans (Perkins, Short-Term Loans, etc.) that are awarded to students by Student Financial Aid, is managed through the Student Financial Services Unit. In addition, SFSS’ facilities are ADA accessible, and its staff collaborates with Vocational Rehabilitation programs to assist students with disabilities such as the Division of Blind Services. SFSS coordinate with Vocational Rehabilitation counselors in multiple states to ensure that students receive financial assistance for tuition, housing, and meals both on the main campus and on satellite campuses. <https://www.famu.edu/students/office-of-financial-aid/index.php>

9. *Housing:* The Office of University Office (OUH) manages students’ academic pursuits, personal growth, sense of community, civic responsibility, and an appreciation of diversity. OUH recognizes the dignity, worth, and individuality of all members of its community. It pursues an environment that is fair, open, and just. The housing agreement states: “The Florida A&M University is an equal opportunity institution and, as such, assigns residence hall space to qualified enrolled students without a regard to race, color, marital status, religion, national origin, disability, age, Vietnam Era, or disabled veteran’s status, sexual orientation, as provided by law and in accordance with the University’s respect for personal dignity.” Two residence halls, Paddyfoote and Truth Hall were demolished in Fall 2021. As of May 21, 2021, the on-campus housing occupancy rate was 10% higher than in 2019, a pre-COVID year. It is anticipated that the on-campus housing rate for 2021-2022 academic year will be 90%. Additional housing is anticipated in the University Campus Master Plan, which is being updated and to be completed in October 2022.



Housing for students with disabilities is available in a variety of residential communities. These housing options accommodate different levels of access and students' special needs are taken into consideration when assignments are made. Housing works closely with CeDAR to place students with special needs. CeDAR accesses the student's requirements and makes housing recommendations to satisfy those needs. In collaboration with other departments within the Division of Student Affairs, the office hosted 26 Tutoring Sessions presented by Office of Academic Support and Institutional Services in residence halls for Biology, Chemistry and Math. Also, the office organized 6 workshops presented by the Office of Academic Support and Institutional Services in the residence halls (Alumni Presentations, Internships, Study Abroad, and Vision Board). <https://www.famu.edu/students/living-on-campus/housing/index.php>; See Attachment Q, 2020-2021 Annual Report Housing.

10. *Student Employment*: Various offices and departments at FAMU support the pursuit of students' academic goals through not only a variety of formal and informal experiential and education programs, but also by providing financial assistance to students through employment. These positions indirectly offer career and professional development opportunities that assist students in developing employment and leadership skills or help students discover previously unrealized career paths. These positions are filled on a nondiscriminatory basis. See also paragraph 15 below.

11. *Educational and Work Environment*: The Vice President for Student Affairs serves as FAMU's "Organizational Champion" for Faculty, Staff, and Student Engagement subcommittee under FAMU's Diversity and Inclusion Council and the SUS Council for Student Affairs Chair. In addition, Campus Connection, established in June 2020, comprised of members from FAMU, FSU, and TCC, is an on-going series of events wherein students come together to learn about interpersonal violence centered on action, education, and the continuum of care for the collective student community. Campus Connection continues to promote intra-campus dialogue and participation for increased programming and training for students, faculty, and staff of the three institutions. On June 22, 2020, a virtual townhall on Sexual Misconduct was held on FAMU's Facebook Live. Approximately 200 persons attended this event. <http://www.famunews.com/event/sexual-misconduct-awareness-town/>

Diversity, equity, and inclusion initiatives directed by the Office of Student Activities include:

- facilitating two (2) DEI seminars for students of color: Latinx History seminar (with a speaker) and This is Us; Being a Minority in America (with a speaker).
- hosting several town halls on HB1(Anti-Riot Act) and its effect on minorities in Florida.
- completing programming for Black History Month, Latinx/Hispanic Heritage Month, and LBGTQIA Pride Month that culminated in Pride Week.

The Office of Diversity, Equity, and Inclusion houses the University LBGTQIA Resource Room and advises the LBGTQIA support group called Spectrum. The Office Coordinator completed training on DEI hosted by University of South Florida and conducted a residence hall discussion on misconceptions surrounding the LBGTQIA.

12. *The Victim Advocate Program* serves as a confidential resource and support service for anyone who has been a victim of a crime, which includes students and employees who were victimized at any time and at any location, as well as any other person victimized by a member of the FAMU community. Victimization include sexual battery, sexual assault, sexual harassment, stalking, harassment, intimate partner violence, hate crimes, loss of a loved one to homicide, etc. <http://www.famu.edu/index.cfm?vap&AwarenessEducation>

13. *The Office of Case Management Services* supports the mission of the University by maintaining a campus environment that is conducive to the recruitment, retention, personal development, and success of all students. Specifically, the office advocates for students; promotes student involvement and provides programs which respond to the needs of diverse constituencies. The Case Management Services' staff encourage campus environments that promote opportunities for student learning and development, and they strive to improve the department in response to evolving student needs and institutional priorities. The office provides programs responsive to the needs of diverse constituencies, including students of different socio-economic backgrounds, and assists with issues of food insecurity, administrative procedures, family relationships and social adjustment. Some initiatives are:

- Dorothy Henderson Scholars Program (DHSP) provides a progressive higher education experience for homeless and foster care students through identifying University and community resources for eligible students, including tuition fee waivers and school supplies.
- Fuel the FAMUly Pantry. The office collaborates with students and departments University-wide to organize canned food drives for the benefit of students. The pantry provides non-perishable food items, school supplies, personal hygiene items, and cleaning supplies.
- Career Clothing Closet. Provide professional attire to students through organized clothing donation drives supported by donations from the faculty, staff, students, alumni, and community members. The clothing is available to assist students who attend career fairs, interviews, internships, and other career opportunities.  
<http://www.famu.edu/index.cfm?cmservices>.

The College of Education, Freshmen Studies gifted three students with dependents gift cards for their Christmas wish list. The office also has a committee of four members that reviews waivers for the upcoming academic year as well as certification for new applicants. An application has been created for students to submit and be reviewed for assistance. Two grants were approved to assist students who are homeless and/or a part of foster care population and have a food insecurity.

14. *The Office of International Education and Development's (OIED)* mission is to foster and raise awareness of the value of international education, inclusion, and intercultural diversity. OIED serves students, faculty, staff, and the community with the goal of creating leaders who possess the skills necessary to function in a globally interconnected world. OIED provides international educational opportunities that enable Rattlers to develop their cross-cultural competencies by becoming knowledgeable of world affairs, developing regional expertise relevant to their specific fields of study, and becoming proficient in one or more foreign languages. OIED has a longstanding relationship with the U.S. Department of State and houses a Diplomat in Residence (DIR), which promotes both foreign and civil services career preparation and provides guidance and advice to students regarding internships, virtual and immersion change programs, fellowships, scholarships, and other opportunities with the Department of State. The OIED is a passport acceptance facility, which accepts passports for FAMU students and employees, as well as members of the community.

<https://www.famu.edu/students/international-education-and-development/index.php>

15. *Personnel:* FAMU is committed to promoting diversity among its employees, including students. Student employees, despite their classification, are treated in a manner consistent

with FAMU's Nondiscrimination Policy and Discrimination and Harassment Complaint Procedures Regulation 10.103, and student positions are filled with no consideration of race, color, religion, age, disability, gender, sexual orientation, marital status, national origin, or veteran status.

*FAMU's Career Center:* The Career and Professional Development Center ([CPDCenter.FAMU.edu](https://cpdcenter.famu.edu)) delivers to students and alumni, high-quality coaching, expansive experiential learning opportunities, and a wide industry network supported broadly by the worldwide Rattler alumni community. This approach contributes to the diversity of FAMU and supports valuable community relationships aligned with the University's strategic plan FAMU Rising. <https://cpdcenter.famu.edu/>; See Attachment R. 2020-2021 Annual Report Career & Professional Development Center.

**Diversity, Equity & Inclusion Goals and Benchmarks:** Set forth below are some of the goals and benchmarks for the Student Services for AY 2020-21 and beyond.

1. Implement a Diversity, Equity, and Inclusion (DEI) program by fall 2021 that addresses several areas: Diversity, Civility, and Community Inclusion that will be mandated for all clubs, and organizations to complete for active status recognition. In addition, first time in college students enrolled in the First-Year Experience seminar courses will be encouraged to participate in the DEI program. The DEI program will be covered in online modules through EverFi, an education technology company that educates, assesses, and certifies students in critical skills needed for life. The goals were met as the DEI programs were launched in October 2021. A Climate Survey and Everfi Programming went into effect in October 2021. Last year, 801 or 10% completed out of 8,270 Florida A&M University students took part in the programming.
  - a. Diversity will cover race/ethnicity, sexual orientation/gender identification, differently-abled, and social-economic status.
  - b. Civility will cover how to properly address opposing political views, free speech, how and where to protest, and detailed information about Florida's Anti-Riot Law.
  - c. Community Inclusion will cover social/volunteer programs that FAMU organizations can and should participate in to highlight community involvement.
  - d. The DEI program will be given to all students that plan to or already participate in any student organization on campus. We will include the program in our Rattler Round-Up, Organization Symposium, and Student Government Association (SGA) Retreat. The goal was met as over 1,500 students joined new organizations and one of the criteria was to turn in a certificate of completion of the program to the Office of Student Activities.
  - e. A monthly Chat and Chew discussion forum will be established in Fall 2021 with student leaders, faculty, and staff members discussing topics such as racism, homophobia, classism, unconscious bias, and a multitude of other items all centered around anti-discrimination.

### **Specificity**

**Goal:** To have a minimum of 80% of active members of clubs and student organizations complete DEI training annually. This goal was met as 100% of active organizations were required to produce their certificates of completion to the Office of Student Activities to meet and conduct business by Spring 2022.

### **Measurability**

As of Spring 2021, 3000 students were members of student clubs and organizations on campus. The goal is to have at least 80% (2,400) of all active members of student clubs and organizations complete the DEI training by October 29, 2021, by tying in active club/organization status to the training. Each club and organization must have a minimum of 80% of their roster (2,400 students) to complete the DEI training session within one week of the Symposium. Clubs and Organizations must submit a Certificate of Completion from their members to the Office of Student Activities, who will check against the active roster for our measurability rate. This goal was met as 100% of active organizations were required to produce their certificates to the Office of Student Activities to meet and conduct business by spring 2022.

2. Conduct a DEI Climate Survey. To have 10% of the student body complete the climate survey. Members from registered student organizations and SGA will complete the climate survey as well as release it to the general student body via various departments. Students enrolled in the First-Year Experience seminar course(s) complete the DEI Climate Survey. In addition, we will use student organizations and SGA members in promoting the climate survey on social media and other marketing materials. A QR code will be used to allow students to download and complete the climate survey on their phone/tablets in minutes. It is typical to have a 5%-30% response rate in most surveys. The aim is to have at least a 10% completion rate to hold statistical validity. Student Activities did not meet the 10% completion rate as only 8.7% of the student population completed the survey. A follow-up survey will be done in Fall 2022.

**Specificity**

Goal: Increase the participation rate from the previous climate survey from 3% to 10% of the student population.

**Measurability**

In 2018, FAMU released a climate survey to the student body of 9,312 students, with only 283 students participating. In 2020, there were 9,184 students enrolled at FAMU. We will have a minimum of 919 students completing the 2021 climate survey by focusing on SGA leadership and mandating that any student seeking membership into any student club or organization complete it. There will be two opportunities; those who seek membership in the fall must complete the survey by no later than October 29, 2021. Those students who seek membership in the Spring semester must complete the survey by February 28, 2022. On average, the Office of Student Activities records over 1500 new members into various clubs and organizations per academic year. Student Activities did not meet the goal of 919 students; only 822 students completed the survey. A follow-up survey will be done in Fall 2022.

3. Implement “U Got This!”, an online training module that incorporates campus safety and Title IX prevention mandates into easily absorbed learning objectives while confronting attitudes that contribute to a cultural tolerance of sexual violence, domestic violence, and stalking by Spring 2021. This idea is championed by SGA. By implementing this module via SGA and other student organizations, we hope to reach a double-digit percentage of completion by students. Student Activities did not meet its goal. “U Got This” was not offered, instead Student Activities offered EverFi. 801 students, or 10% to completed the program in Fall 2021.

**Specificity**

*Goal:* To have 80% of active members of clubs, organizations, and students enrolled in the First-Year Experience seminar course(s) complete the online training module. The goal was pushed back to fall 2022 to allow the professors time to include Everfi in their curriculum.

### **Measurability**

As of Spring 2021, 3000 students were members of student clubs and organizations on campus. The goal is to have 100% of all active members of student clubs and organizations complete the training by tying in active club/organization status to completing the module. Each club and organization must have a minimum of 100% of their roster complete the training module within two weeks of the Symposium. Clubs and Organizations must submit a Certificate of Completion from their members to the Office of Student Activities, who will check against the active roster for our measurability rate. This goal was met as 100% of active organizations were required to produce their Certificates of Completion to the Office of Student Activities to meet and conduct business by spring 2022.

## **OVERALL EFFECTIVENESS IN ENROLLMENT EQUITY (E)**

**Accolades:** The following are some of the key accolades received by students, faculty, and the University during the 2020-21 academic year:

### **Student Achievements:**

- Papa Gueye, student in the College of Agriculture and Food Sciences, was one of 10 students selected to participate in the Scholars for Conservation Leadership Program, which provides career and leadership development opportunities for underrepresented minorities in the land conservation industry.
- Aiyana Ishmael, a senior broadcast journalism major in the School of Journalism and Graphic Communication, was one of three college journalists featured on NBC's "Meet the Press: College Roundtable."
- Brianna Collins, Jonathan Jones and Jonas LaBoo, graduate students in FAMU's School of Business and Industry, won awards sponsored by the Thurgood Marshall College Fund and Hennessy.
- Three College of Law students received appointments to the Southern Regional Black Law Student Association (SRBLSA).
- Additionally, the College of Law was ranked 14<sup>th</sup> among the most diverse law schools in the Winter 2021 edition of prelaw magazine.
- According to The Internet Legal Research Group (ILRG), FAMU College of Law ranks #5 in presence of minority students and #16 in presence of female faculty in national comparison.
- Tiana Smith a veterinary technology student won the inaugural Veterinary Technician National Exams (VTNE) Celebrating Diversity Award by the American Association of Veterinary State Boards (AAVSB). Stephen Bowen and Kerra Kelly were named among the 2021 White House Historically Black Colleges and Universities (HBCU) scholars.

### **Faculty Achievements**



- Karam Soliman, Ph.D., professor in the College of Pharmacy and Pharmaceutical Science, Institute of Public Health (CoPPS, IPH), received a \$2.5M grant for breast cancer research from the National Institute on Minority Health and Health Disparities (NIMHD).
- Eunsook Lee, R.Ph., Ph.D., a professor of molecular neuroscience and neurotoxicology in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health, secured a \$2.4 million federal research grant to further investigate the causes and treatment of neurological disorders such as Parkinson's disease.
- Henry Neal Williams, Ph.D., professor in School of the Environment, was elected as a Fellow for the American Association for the Advancement of Science (AAAS).
- Mrs. Christine Abdelhadi, Academic Advisor, submitted an award-winning proposal for the 2021 NACADA Annual Conference.

### **Program Achievements**

- The School of Journalism and Graphic Communications won several first-place trophies at the Associated Collegiate Press/College Media Association (CMA) Fall National College Media Convention.
- The College of Education's Elementary Education program ranked number one across the state of Florida.
- The FAMU-FSU College of Engineering vaulted 51 spots to reach No. 69 among all doctoral granting undergraduate engineering schools in the U.S.; 37 spots to No. 40 among public universities, according to the latest U.S. News and World Report rankings.
- The Office of Case Management Services received a donation in the sum of \$8,000 for fifteen FAMU students experiencing financial difficulties in the Dorothy Henderson Scholars Program from Freddie Figgers of the Figgers Foundation.
- The FAMU Office of Communications won two Hermes Creative Awards.
- FAMU Athletics announced a Memorandum of Understanding agreement that will lead to a six-year partnership with Nike and LeBron. The partnership has yielded significant social media and community exposure. As a byproduct, royalties will raise 15% with Collegiate Licensing Company.

### **Institutional Achievements**

- FAMU ranked as a Top 125 national public university (#117), and the highest ranked public HBCU in the most recent US News and World Report rankings.
- FAMU-FSU College of Engineering has been recognized by the American Society of Engineering Education (ASEE) with the Bronze award and Exemplar status in its Diversity Recognition Program.
- FAMU-FSU College of Engineering ranked 111<sup>th</sup> Top Engineering Graduate School for year 2020. FAMU-FSU College of Engineering ranked 101<sup>th</sup> Top Engineering Graduate School for year 2021.
- The 'Best Undergraduate Engineering Programs Rankings' ranked FAMU-FSU College of Engineering 69th (up from 120th) out of all doctoral granting undergraduate engineering schools in the U.S. and 40th (up from 77th) among public universities.
- FAMU-FSU College of Engineering has been recognized by the American Society of Engineering Education (ASEE) with the Bronze award and Exemplar status in its Diversity Recognition Program.

- FAMU received \$1.875 million from the Bill and Melinda Gates Foundation to operate its own COVID-19 testing lab and \$2 million in equipment and supplies from ThermoFisher to serve as a hub for other HBCUs in the state of Florida.
- FAMU was named as one of 12 members of the 2020 class of Excellence in Assessment (EIA) designees, a national program aimed at recognizing colleges and universities conducting comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success.
- FAMU hosts a COVID-19 community testing site in collaboration with local and state health agencies.
- The University had a record year with regard to external research funding, generating over \$61 million.
- According to *Diverse Issues in Higher Education*, Top 100 Producers, 2020, FAMU is ranked as one of the top 10 producers of African American graduates at the master's level in the nation.
- FAMU received \$1.2 million from NASA to recruit more African American students to pursue careers in aerospace engineering.
- FAMU was named one of 12 members of the 2020 class of Excellence in Assessment designees, a national program that recognizes colleges and universities conducting a comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success.
- FAMU was named by *Cosmopolitan Magazine* as one of the top 50 beautiful campuses.
- FAMU was named one of the top HBCUs Making a Difference in the World by *College Magazine*.

### **Department Achievements**

- Bragg COVID-19 testing Site was recipient of the 2021 HOPEE Award.
- Tanya Tatum was recipient of the American Council on Education-Florida “She Stepped Up Award.”
- Tanya Tatum served as the Secretary for the Southern College Health Association.
- Williams Hudson, Ph.D., Vice President of Student Affairs, was appointed as Chair of the SUS Council for Student Affairs.
- FAMU Foundation raised a record amount of funding in 2020-2021.
- The Division of Audit provided Assurance Services related to Performance Based Funding Data Integrity, Coronavirus Aid, Relief, and Economic Security (CARES) Act’s Higher Education Emergency Relief Fund (HEERF), Active Directory Security and Management, Federal Contracts and Grants Disclosure, and review of HEERF II Institutional Funds for Student Financial Support.
- President Robinson created the University-wide Diversity and Inclusion Council which focuses on faculty, student and staff engagement, organizational development and training, recruitment, development and retention, community and global engagement, communication, policy and program development, measurement and reporting, and supplier diversity.

## **PART IV. GENDER EQUITY IN ATHLETICS**

FAMU has 363 student athletes who participate in 14 intercollegiate sports. FAMU’s participation rates for 2020-21 remained compliant with a rate of 65% male and 35% female. In 2019-20 FAMU’s Athletics offered 16 intercollegiate sports; This reduced to 14 sports in AY 2020-21 due to financial budget constraints. The 2 sports that were reduced were men’s cross-country and men’s tennis. Despite the budget constraints, FAMU maintained all of its women’s sports. There is now parity between the sports offered to men and women. Seven (7) female sports and (7) male sports. In AY 2019-20, FAMU 9 male head coaches and 7 females. In AY 2020-21, FAMU has maintained the same number of female coaches as reported in the prior year. As set forth below, FAMU Athletics has assessed the eleven (11) areas required for this report. Table 1. Sex Equity in Athletics Update sets forth the assessment data. During the applicable reporting year, fall 2020, FAMU enrolled approximately 7,402 undergraduates: 34% males and 66% females. Although this number is almost the inverse of the percentages of male vs female who participate in intercollegiate sports, the disparity based upon the number of male athletes who participate in football.

In 2020-21, the composition of FAMU athletics was 65% males and 35% females compared to the prior year of 68% males and 32% females. In 2020-21, female participation has increased by 3%. The female athletics program reflected a great degree of progress and improvements. Female sports facilities improved as follows: women’s softball complex received artificial turf and a new scoreboard and netting; the women’s tennis complex had its windscreens and officials’ chairs replaced; and the locker rooms for women’s track, bowling, tennis, and cheer were renovated. Additionally, Title IX funding was used to fully fund all allowable scholarships for female athletes.

The Athletics operating budget supports the University's student athletics program for Title IX women sports, scholarships, and salaries. Funding is generated from student athletics fees as well as ticket sales to athletics events, game guarantees, NCAA distributions, sponsorships, and private support. Intercollegiate Athletics is also supported by Title IX funding, waivers, scholarships, and a statutory tax on ticket sales to support women's sports.

Funds to support the athletic program are generated from ticket sales AND fundraising. Athletics generated \$430,000 in revenue to offset the departmental expenses, which created a slight surplus. Publicity and promotional campaigns are supported by sponsorships with commercial partners, which total approximately \$300,000. A portion of the funds received from sponsorships are used to augment the overall athletic program and recruitment, and other support costs. There has been \$1.6 million of facility upgrades with \$1 million of those dollars being philanthropic dollars through the Rattler Athletic Fund. In AY 2020-21, upgrades were stated to the Bragg Stadium with completion in September 2022.

FAMU consistently monitors the Athletic program to ensure that all athletic coaches and staff are adhering to University policy, and NCAA guidelines. Specifically, the University has provided and will continue to provide Title IX training and guidance to athletic staff on the recent state legislation and NCAA regulations regarding Name, Image and Likeness (NIL). To that end, FAMU's policy on NIL was drafted in AY 2020-21 and finalized in July 2021, see link below and Attachment U. [https://famuathletics.com/sports/2022/2/22/nil-policy.aspx#:~:text=6\)%20Intercollegiate%20athletes%20may%20secure,Likeness%20before%20July%201%2C%202021.](https://famuathletics.com/sports/2022/2/22/nil-policy.aspx#:~:text=6)%20Intercollegiate%20athletes%20may%20secure,Likeness%20before%20July%201%2C%202021.)

The Athletic Department intends to continue its recruiting efforts by vigorously raising funds to provide full-scholarships for all student-athletes. The renovations and improvements to the women facilities that have been completed in 2021-22 academic year have made the facilities more attractive to both male and female recruits and will reduce the number of student-athletes who transfer to other schools.

The following goals are set forth in FAMU's strategic plan 2020-2025:

- An athletics department that reflects the ideals of the University can enhance the institution's ability to deliver on all five strategic priorities: 1. Student Success 2. Academic Excellence, 3. Leverage the Brand, 4. Long-term Fiscal Health and Stability, and 5. Organizational Effectiveness and Transformation.
- Student-Athlete Success- To create a FAMULY environment that will provide a superior student-athlete experience and promote their health and success in preparation to becoming professionals in their chosen endeavors.
- Resources- To provide the necessary financial, human and facility resources to ensure FAMU student-athletes receive a first-class NCAA Division I intercollegiate athletics experience.

FAMU athletics academic highlights. Highlights are as follows:

- 4th consecutive semester with 3.0 or higher both cumulative and term GPAs.

- 51 graduates for the 2020-2021 academic year
- 9 Student-Athletes earned a perfect 4.0 cumulative GPA
- 32 Student-Athletes earned a 4.0 GPA for Spring 2021 semester
- 56% of Student-Athletes earn a term GPA 3.0 or higher
- 49% (146 total) Student-Athletes earn a cumulative 3.0 or higher GPA
- 10 Sports Teams have a cumulative GPA of 3.0 or higher
- Highest Women’s Sport Term GPA: Women’s Bowling (3.58)
- Highest Men’s Sport Term GPA: Men’s Golf (3.15)
- 100% of women’s teams have a cumulative GPA 3.0 or higher
- Cumulative GPA for Women’s Sports: 3.29

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
<b>1. Sports offerings</b>	The University had 14 sports offerings in 2020-21: Men’s sports: baseball, basketball, football, golf, and track (indoor & outdoor). Women’s sports: basketball, bowling, cross-country, softball, tennis, track (indoor & outdoor), and volleyball.	Yes
<b>2. Participation rates, male and female, compared with full-time undergraduate enrollment</b>	Participation rates: 65% male; 35% female: Undergraduate enrollment: 34% male; 66% female based on 2021 Fall enrollment.	Yes
<b>3. Availability of facilities, defined as locker room, practice, and competitive facilities</b>	We renovated our Olympic sports weight room and upgraded our baseball field with artificial turf.	Yes
<b>4. Scholarship offerings for athletes</b>	We fully funded scholarships in all sports. However, coaches had the flexibility of awarding partial scholarships.	No
<b>5. Funds allocated for:</b>		
<b>a) the athletic program as a whole</b>	\$6,503,485	Yes
<b>b) administration</b>	\$3,295,803; full time employees	Yes
<b>c) travel and per diem allowances</b>	\$380,742	Yes
<b>d) recruitment</b>	\$18,675	Yes
<b>e) comparable coaching</b>	A female was head coach of seven (7) of 14 sports.	Yes
<b>f) publicity and promotion</b>	We have a team of individuals that used social media outlets to promote all of our teams	No
<b>g) other support costs</b>	N/A	N/A
<b>6. Provision of equipment and supplies</b>	New equipment and supplies were supplied for all sports.	Yes
<b>7. Scheduling of games and practice times</b>	The following three sports share practice and competitive facilities: men’s basketball, women’s basketball, and volleyball. Although the three sports share facilities, the athletic department scheduled practices and competitions without overlaps.	Yes
<b>8. Opportunities to receive tutoring</b>	The Division of Academic Affairs continued to support FAMU Athletics in its efforts to strengthen academics, including tutoring.	Yes
<b>9. Compensation of coaches and tutors</b>	Equitable compensation of coaches continues to be assessed.	Yes
<b>10. Medical and training services</b>	The Athletic Department continues to work with the School of Allied Health Sciences to provide all sports with training and rehab needs.	Yes
<b>11. Housing and dining facilities and services</b>	Housing and dining facilities were comparable for all sports.	No

<b>Table 2. Sex Equity in Athletics - Areas for Improvement</b>		
<b>Areas for improvement</b>	<b>Program for improvement</b>	<b>Timetable</b>
<b>Sports offerings</b>	The University initiated a sustainability study to increase the number of female sports offerings.	6/30/2023
<b>Participation rates, male and female, compared with full-time undergraduate enrollment</b>	To improve the participation gap, the University will focus on accommodating the interests and abilities of undergraduate females playing intramural sports that may lead to more intercollegiate female participation. Additionally, men's cross-country and tennis have been discontinued. The department has initiated a sustainability study on adding women's golf, women's beach volleyball, and women's soccer.	6/30/2023
<b>Availability of facilities, defined as locker room, practice and competitive facilities</b>	The University identified space for possible locker rooms for bowling, golf, baseball, and women's track. However, the identified spaces must be remodeled and/or renovated. In addition to replacing the floor in Gaither gymnasium and adding a weight room for all Olympic sports.	6/30/2023
<b>Funds for the athletic program as a whole</b>	Increase season and general ticket sales, charge for admittance to more sports, and garner additional sponsors. Implemented ticket sales for baseball and softball.	6/30/2023
<b>Administration</b>	The department will make an assessment and devise strategies to ensure salaries are comparable.	6/30/2023
<b>Travel and Per Diem Allowances</b>	The department is attempting to ensure modes of transportation to away competitions are comparable; per diem is state-regulated.	6/30/2023
<b>Recruitment</b>	The department will provide equitable recruitment dollars to comparable sports.	6/30/2023
<b>Comparable Coaching</b>	The goal of the department is to employ an equitable number of assistant coaches for similar sports.	6/30/2023
<b>Provision of Equipment and supplies</b>	To increase donations by alumni groups for major equipment purchases.	6/30/2023
<b>Opportunities to receive tutoring</b>	Provide tutoring for upper-level and STEM courses.	6/30/2023
<b>Compensation of coaches and tutors</b>	An assessment is ongoing of coaches' salaries and increases have been made to the underrepresented coaches as money becomes available.	6/30/2023
<b>Medical and Training Services</b>	Athletics is exploring opportunities to provide consistent strengthening and conditioning services as well as training and medical support to all sports.	6/30/2023



	Male	Female	Total
<b>Number</b>	<b>235</b>	<b>128</b>	<b>363</b>
<b>Percent of Total</b>	<b>65%</b>	<b>35%</b>	<b>100%</b>

FAMU has 363 student athletes who participate in 14 intercollegiate sports. FAMU’s participation rates for 2020-21 remained compliant with a rate of 65% male and 35% female.

Set forth below are improvements made to athletic facilities that benefit both women’s and men’s sports and the timeline for completion of projected improvements.

<b>2020-21</b>		
Olympic Sports Weight Room	\$75,000.00	Fall 2021
Track & Field Throwing Cage	\$35,000.00	Spring 2022
Golf Simulator Trackman	\$51,000.00	Fall 2022
Commercial Washer & Dryer Units	\$154,000.00	Fall 2021
Artificial Turf Baseball	\$375, 000.00	Spring 2022
Fence Replacement W. Softball	\$14,000	Spring 2022
Digital Score tables Al Lawson Center	\$52,000	Summer 2022
Resurface Al Lawson Wood Floor	\$150,000	Spring 2023
Replace Wood Floor in Gaither Gym	\$250,000	Spring 2022
Resurface W. Tennis Courts	\$50,000	Spring 2023
Video Production	\$30,000	Fall 2022
Additional Athletic Training and Medical Room	\$90,000	Spring 2022
New bleacher system Women’s Softball	\$190,000	Spring 2022
New bleacher system Baseball	\$350,000.00	Spring 2022
Sound System Gaither Gym	\$20,000.00	Summer 2022
Renovations to Bragg Memorial Stadium	\$ 6,000,000	Fall 2022
<b>Total</b>	<b>\$7,886,000.00</b>	

2020-21		
Renovations to Women’s Basketball Locker Room	\$90,000.00	Fall 2022
Renovations to Men’s Basketball Locker Room	\$90,000.00	Fall 2022
Academic Lab	\$700,000.00	Summer 2021
Sound System Bragg Stadium	\$300,000.00	September 2022
Video Board System Bragg Stadium	\$350,000.00	September 2022
New Dugouts Moore Kittles Field	\$250,000	Spring 2022
<b>Total</b>	<b>\$1,780,000.00</b>	

**PART V.  
EMPLOYMENT REPRESENTATION**

**Table 1. Category Representation – Tenured Faculty**

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	22	190	0	14	8	0	49	6	0	111	178	289
Number, Fall 2020	21	195	0	15	8	0	49	4	0	113	179	292
1YR Percentage Change	5%	-3%	N/A	-7%	0%	N/A	0%	50%	N/A	-2%	-1%	-1%
Number, Fall 2016	16	198	0	17	9	0	54	5	0	116	183	299
5YR Percentage Change	38%	-4%	N/A	-18%	-11%	N/A	-9%	20%	N/A	-4%	-3%	-3%
Area for improvement, compared with national standards? (Check if yes)												

*Source: IPEDS Fall Staff, IPEDS Human Resources Data.  
IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  
IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.*

In Fall 2020, the University entered into a MOU with the United Faculty of Florida (UFF) FAMU Chapter, which included a clause affording faculty a one-year extension to apply for tenure. Approximately 26 faculty took advantage of the one-year extension due to consequences associated with the pandemic resulting in a reduction of the number of applicants. See Attachment S1, ¶ 7.

As of Fall 2021, the number of tenured faculty decreased by 1.03% from 292 to 289, when compared to Fall 2020. Gender diversity follows this same trend, female tenured faculty decreased by 1.77% from 113 to 111 and male tenured faculty decreased by 0.56% from 179 to 178. Female tenured faculty made up 38.41% of the tenured faculty whereas male tenured faculty made up 61.59%. With regard to racial and ethnic diversity, there was a 4.76% increase in Non-Resident

Alien tenured faculty from 21 to 22. A 50.00% increase was also seen in the number of faculty members who identify as having Two or More races from 4 to 6. Four categories remained the same- namely, American Indian/Alaskan Native had no reported faculty members, Hispanic at eight faculty members, Native Hawaiian/Other Pacific Islander had no reported faculty members, and White at 49 faculty members. Tenured faculty saw a decrease in faculty members who identify as Black and Asian. Over a five-year comparison, Non-Resident Alien tenured faculty saw the largest increase with a 37.50% change from 16 to 21.

**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 2021	18	48	0	13	1	0	17	2	0	46	53	99
Number, Fall 2020	17	53	0	9	2	0	19	2	0	49	53	102
1YR Percentage Change	6%	-9%	N/A	44%	-50%	N/A	-11%	0%	N/A	-6%	0%	-3%
Number, Fall 2016	12	84	0	6	6	0	18	2	0	67	61	128
5YR Percentage Change	50%	-43%	N/A	117%	-83%	N/A	-6%	0%	N/A	-31%	-13%	-23%
Area for improvement, compared with national standards? (Check if yes)												

*Source: IPEDS Fall Staff, IPEDS Human Resources Data.  
 IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.  
 IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.*

As of Fall 2021, the number of tenure-track faculty decreased by 2.94% from 102 to 99, when compared to Fall 2020. With regard to gender diversity, female tenure-track faculty decreased by 6.12% from 49 to 46, while the male tenure-track faculty count stayed the same with 53 faculty members. Female tenure-track faculty made up 46.46% of the faculty whereas male tenure-track faculty made up 53.54%). With regard to racial and ethnic diversity, there was a 5.88% increase in Non-Resident Alien tenure-track faculty from 17 to 18. A 44.44% increase was also seen in the number of faculty members who identify as Asian from 9 to 13. Some categories remained the same - namely, American Indian/Alaskan Native had no reported faculty members, Native Hawaiian/Other Pacific Islander had no reported faculty members, and Two or more races had 2 faculty members. Tenure-track faculty saw a decrease in faculty members who identify as Black, Hispanic, and White. Over a 5-year comparison, Non-Resident Alien tenure-track faculty saw the largest increase 50.00% from 12 to 18.

**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 REPORTE D	FEMALE	MALE	TOTAL
Number, Fall 2021	16	92	1	4	4	0	21	3	0	86	55	141
Number, Fall 2020	17	89	1	3	2	0	24	3	0	86	53	139
1YR Percentage Change	N/A	3.37%	0.00%	33.33%	100.00%	N/A	-12.50%	0.00%	N/A	0.00%	3.77%	1.44%
Number, Fall 2016	15	76	0	1	3	0	19	1	0	64	51	115
5YR Percentage Change	7%	21%	N/A	300%	33%	N/A	11%	200%	N/A	34%	8%	23%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

The number of Non-Tenure-Earning faculty increased by 1.44% from 139 to 141, when compared to Fall 2020. With regard to gender diversity, male Non-Tenure-Earning faculty increased by 3.77% from 53 to 55, while the female Non-Tenure-Earning faculty count stayed the same with 86 faculty members. Female Non-Tenure-Earning faculty made up 60.99% of the faculty whereas male Non-Tenure-Earning faculty made up 39.01%. With regard to racial and ethnic diversity, there was a 100.00% increase in Hispanic Non-Tenure-Earning faculty from 2 to 4. A 33.33% increase was also seen in the number of faculty members who identify as Asian from 3 to 4, and a 3.37% increase in Black Non-Tenure-Earning faculty from 89 to 92. Some categories remained the same - namely, American Indian/Alaskan Native one faculty member, Native Hawaiian/Other Pacific Islander had no reported faculty members, and Two or More races had three faculty members. Non-Tenure-Earning faculty saw a decrease in faculty members who identify as Non-Resident Alien and White. Over a five-year comparison, Asian Non-Tenure-Earning faculty saw the largest increase with a 300.00% increase from one to four.

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

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTE D	FEMALE	MALE	TOTAL
Number, Fall 2021	5	223	0	6	2	0	23	7	0	157	109	266
Number, Fall 2020	5	212	0	8	0	0	20	6	0	148	103	251
1YR Percentage Change	0.00%	5.19%	N/A	-25.00%	N/A	N/A	15.00%	16.67%	N/A	6.08%	5.83%	5.98%
Number, Fall 2016	3	282	0	8	1	0	30	2	0	193	133	326
5YR Percentage Change	67%	-21%	N/A	-25%	100%	N/A	-23%	250%	N/A	-19%	-18%	-18%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

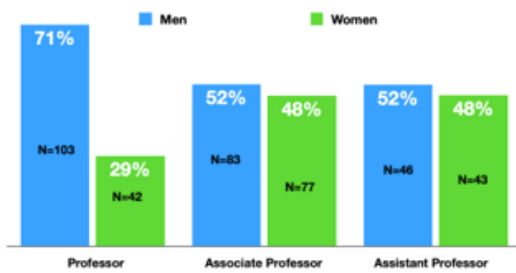
IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

As of Fall 2021, the number of Administrators increased by 5.98% from 251 to 266, when compared to Fall 2020. Gender diversity followed this same trend, the number of female Administrators increased by 6.08% from 148 to 157, and the number of males increased by 5.83% from 103 to 109. Female Administrators made up 59.02% whereas male Administrators made up 40.98%. With regard to racial and ethnic diversity, three categories saw an increase in Administrators. Black, White, and Two or More races increases 5.19%, 15.00%, and 16.67%, respectively. Some categories remained the same – i.e., Non-resident alien with five administrators, American Indian/Alaskan Native had no reported administrators, and Native Hawaiian/Other Pacific Islander had no reported administrators. There was a 25.00% decline in Administrators who identify as Asian. Over a five-year comparison, Two or More races Administrators saw the largest increase at 250.00% from 2 to 7.

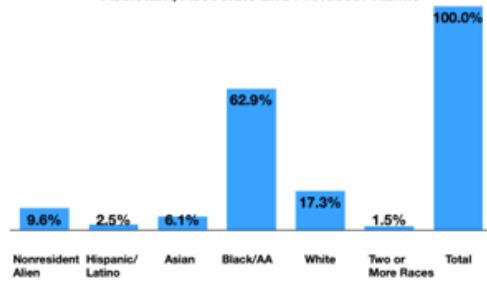
### **Division of Academic Affairs Plan to Promote Faculty Diversity, Equity, and Inclusion**

The Division of Academic Affairs has established goals and initiatives to increase diversity, equity and inclusion of faculty. These efforts have a focus on 1) increasing the representation of female faculty at the full professor rank; 2) Increasing racial and ethnic diversity by increasing the representation of White, Hispanic and Asian faculty; and 3) maintaining salary equity for male and female faculty. Figure 1 below shows the distribution of tenured and tenure-track faculty by gender at the Professor, Associate Professor, and Assistant Professor ranks for Fall 2020. As can be observed, the relative percentages for male and female faculty are equitable at the Associate and Assistant Professor ranks. In contrast, a marked disparity is seen at the full Professor ranks, which mirrors a trend observed on the national scale in higher education. The goals and strategies described below are targeted to increase the representation of women faculty at the full Professor rank. Figure 2 below shows the percentage of faculty by race and ethnicity. Black and African American faculty represent 62.9% of the total faculty, which significantly outnumbers the representation of White, Hispanic and Asian faculty. The goals and strategies described below are targeted to increase the representation of White, Hispanic and Asian faculty. Figure 3 below shows the average salaries by gender and rank. As observed, average salaries at the Assistant, Associate, and Professor ranks are slightly higher for men. The goals and strategies described below are targeted to sustain salary equity among male and female faculty.

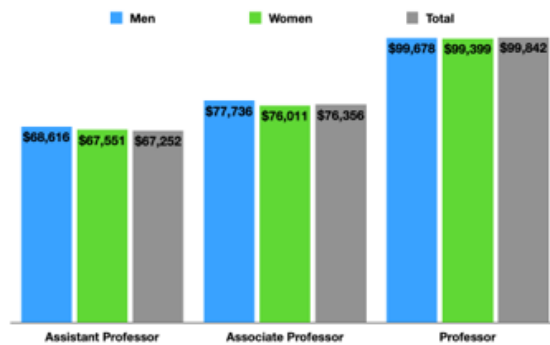
Tenured and Tenure-Track Faculty by Gender and Rank - Fall 2020



Faculty by Race/Ethnicity - Fall 2020  
Assistant, Associate and Professor Ranks



Average Faculty Salaries by Gender and Rank - 2020-2021 Year



**Goal #1:** Increase the percentage of women faculty at the full Professor rank from 29% to 40% over the next five years (by conclusion of the 2026-2027 academic year).

Key Strategies and Initiatives:

- Increase opportunities for female faculty at the Assistant and Associate Professor ranks to participate in professional development and training opportunities that focus on career advancement.
- Provide release time and summer support for female faculty at the Assistant and Associate Professor ranks to afford additional time to engage in scholarly research and activities that will position them for promotion to full Professor.

**Goal #2:** Increase faculty racial/ethnicity diversity by increasing the percentage of White faculty from 17.3% to 20%, Asian faculty from 6.1% to 8% and Hispanic/Latino faculty from 2.5% to 5% over the next five years (by conclusion of the 2026-2027 academic year).

Key Strategies and Initiatives:

- Conduct national searches to identify top faculty for hire and utilize recruitment services, consulting firms and national publications to expand the candidate pools.
- Enhance the University’s Compensation Strategy to provide more competitive salary and benefits packages to attract top faculty for hire.

**Goal #3:** Sustain salary equity for male and female faculty.

Key Strategies and Initiatives:

- Enhance the University’s Compensation Strategy to provide more competitive salary and benefits packages to attract top faculty for hire.

**PART VI.  
FLORIDA EQUITY REPORT  
AREAS OF IMPROVEMENT**

Part VI presents the required information regarding areas of achievement for AY 2019-20 goals and areas for improvement in AY 2020-21.

<b>Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)</b>	<b>Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year)</b>
Retention of full time FTIC students entering Fall 2020 and continuing after one year was 89.00%.	Retention of full time FTIC students entering Fall 2019 and continuing after one year was 86.00%.
Graduation Rate of full time FTIC students entering Fall 2016 after six years (2020) was 54.55%.	Graduation Rate of full time FTIC students entering Fall 2014 after six years (2020) was 55.83%.
Bachelor's Degrees awarded in 2020-2021 were 1,466.	Bachelor's Degrees awarded in 2019-2020 were 1,520.
The number of Bachelors' degrees awarded to White students in 2020-2021 was 48.	The number of Bachelors' degrees awarded to White students in 2019-2020 was 53.
The number of Bachelors' degrees awarded to Asians in 2020-2021 was eight (8).	The number of Bachelors' degrees awarded to Asians in 2019-2020 was seven (7).
Total number of Doctoral degrees awarded in 2020-2021 was 28.	Total number of Doctoral degrees awarded in 2019-2020 was 26.
Total number of Doctoral degrees awarded to Black students in 2020-2021 was 22.	Total number of Doctoral degrees awarded to Black students in 2019-2020 was 24.
Total number of Doctoral degrees awarded to White students in 2020-2021 was three (3).	Total number of Doctoral degrees awarded to White students in 2019-2020 was one (1).
The total number of First Professional Degrees awarded in 2020-2021 was 276.	The total number of First Professional Degrees awarded in 2019-2020 was 305.
The number of First Professional Degrees awarded to White students in 2020-2021 was 63.	The number of First Professional Degrees awarded to White students in 2019-2020 was 92.
The number of First Professional Degrees awarded to Hispanic males in 2020-2021 was 17.	The number of First Professional Degrees awarded to Hispanic males in 2019-2020 was 12.



Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)
35% of student-athletes were female. There are ongoing improvements to women’s athletic facilities.	32% of student-athletes were female. There are ongoing improvements to women’s athletic facilities.

Areas for Improvement Pertaining to Employment Identified (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
<p>Total tenure earning Asian faculty was 13 in Fall 2021. Total number of Native American non-tenured faculty in Fall 2021 was one. (1) Total non-tenured Asian faculty was four (4) in Fall 2021. Total non-tenured White faculty was 21 in Fall 2021. Total non-tenured female faculty was 86 in Fall 2021. Total non-tenured male faculty was 55 in Fall 2021. The total number of males in Executive/Administrative/Managerial (EAM) in Fall 2021 was 109. The total number of females in EAM in Fall 2021 was 157. The total number of Hispanics in EAM in Fall 2021 was zero (2). The total number of White EAM in Fall 2021 was 23. The total number of Asians in EAM in Fall 2020 was six (6).</p>	<p>Total tenure earning Asian faculty was 13 in Fall 2021. Total number of Native American non-tenured faculty in Fall 2021 was one. (1) Total non-tenured Asian faculty was four (4) in Fall 2021. Total non-tenured White faculty was 21 in Fall 2021. Total non-tenured female faculty was 86 in Fall 2021. Total non-tenured male faculty was 55 in Fall 2021. The total number of males in Executive/Administrative/Managerial (EAM) in Fall 2021 was 109. The total number of females in EAM in Fall 2021 was 157. The total number of Hispanics in EAM in Fall 2021 was zero (2). The total number of White EAM in Fall 2021 was 23. The total number of Asians in EAM in Fall 2020 was six (6).</p>

**PART VII.**

**PROTECTED CLASS REPRESENTATION IN THE TENURE PROCESS, 2020-21**

When reviewing the tenure process, each university is required to address: (1) disparities identified from comparing protected-class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. The information regarding representation of females and protected class minorities within the tenure process can be seen in the chart below.

**Table 1. Protected-Class Representation in the Tenure Process, 2020-2021**

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	0	0	1
Black or African American	2	0	0	0	2
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	1	0	0	0	1
Other, Not Reported	1	0	1	0	0
<b>Total Male (Include Other, Not Reported)</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>FEMALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	5	0	0	0	5
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	1	0	0	0	1
Other, Not Reported	1	0	0	0	1
<b>Total Female (Number and Percent) (Include Other, Not Reported)</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>
<b>GRAND TOTAL</b>					
<b>LEGEND:</b>					
<b>APPLIED:</b> Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).					
<b>WITHDRAWN:</b> Faculty who withdrew from tenure consideration after applying for review.					
<b>DENIED:</b> Faculty for whom tenure was denied during the review process.					
<b>NOMINATED:</b> Faculty for whom tenure is being recommended by the University.					

In the AY 2020-21 promotion and tenure process, twelve faculty applied for tenure. The majority of applicants, 58.3%, were female and represent the following races, Black followed by White and Other, and Asian. The institution has made gains for female and underrepresented races earning tenure. Most applicants, 91.7%, were nominated for tenure. All female applicants (7) were nominated for tenure and the races of the tenure recipients were Black (7), White (2), Other (1) and Asian (1). One Other male was denied tenure. FAMU continues to diversity faculty as represented by the comparative success rate, the ratio of applicants to nominations by race and gender: Asian, 100.0%; White, 100.0%; Other, 50.0%; Black, 100.0%; females, 100.0%; and males, 80.0%.

The University’s guidelines for equitable assignments for instructional faculty are set forth in Article 9, Assignment of Responsibilities, Collective Bargaining Agreement Between the Florida Agricultural and Mechanical University Board of Trustees and the United Faculty of Florida 2019-2022. see Attachment S.

**PART VIII.  
PROTECTED CLASS REPRESENTATION IN THE TENURE PROCESS**

Part VIII sets forth information regarding the racial/ethnic and sex composition of University, College and Department promotion and tenure committees. The information regarding representation of females and protected class minorities on each committee can be reviewed in the chart below.

**Table 1: Promotion and Tenure Committee Composition, AY 2020-2021**

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
College of Agriculture and Food Science	0	0	0	0	1	0	0	0	0	0	0	0	2	1	0	0	3	1
College of Education	1	3	0	0	0	0	0	0	0	0	0	0	1	1	1	0	3	4
School of the Environment	3	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	5	0
College of Law	8	9	0	0	1	0	0	0	1	0	0	0	3	0	0	0	13	9
College of Pharmacy	4	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	7	3
College of Science and Technology	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3
College of Social Sciences, Arts, and Humanities	2	3	0	0	0	0	0	0	0	0	0	0	2	0	0	0	4	3
FAMU-FSU College of Engineering	1	0	0	0	1	1	0	0	1	1	2	0	0	0	0	0	5	2
School of Allied Health and Sciences	0	8	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	11
School of Architecture and Engineering Technology	2	1	0	0	1	0	0	0	0	0	0	0	2	1	0	0	5	2
School of Business and Industry	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1
School of Journalism & Graphic Communication	0	3	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	4
School of Nursing	0	4	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	4
University Committee	4	7	0	0	1	0	0	0	0	0	0	2	4	0	1	0	10	9

For AY 2020-21, the University Promotion and Tenure Committee was comprised of 19 members. A little more than one half of faculty, 52.6%, were men. The racial diversity of the committee was 57.9% Black, 21.0% White, 10.5% Two or More Races, 5.3% Asian, and 5.3% did not report their race/ethnicity.

The thirteen college/school promotion and tenure committees were comprised of 100 members, there were 53.0% men and 47.0% women faculty. The Schools of the Environment and Allied Health had no female and male representation, respectively. The majority of faculty identified as African American 65.0% followed by White 22.0%, Asian 7.0%, Hispanic 3.0%, Two or More Races 2.0%, and Other/Not Reported 1.0%. There was no representation of American Indian/Alaskan Native and Native Hawaiian or Other Pacific Islander on any college/school promotion and tenure committee.

The racial/diversity distribution of faculty by individual college/school varies. African Americans were represented on all the thirteen college/school committees followed by Whites 76% (10 committees), Asian 46.1% (6 committees), Hispanics 15.4% (2 committees), Two or More Races 7.7% (1 committee) and Other/Not Reported 7.7% (1 committee).

## **PART IX: OTHER REQUIREMENTS**

### ***A. Budget***

The University is committed to diversity, equity, and inclusion in all of its programs as well as in its approach to educating all students that enter the Campus, in employment, and in leadership. This inclusive, equity-driven approach impacts the University's overall budget, as funds are used to support such programming, recruitment and retention of diverse students and workforce, and training. See Attachment A, Budget Plans for 2020, 2021 and 2022. In support of these efforts, FAMU has a designated position in Human Resources as the Chief Human Resources and Diversity Officer. The Diversity Officer is responsible for developing, implementing, and monitoring all diversity, equity and inclusion (D&I) programs and strategic initiatives within the University. See Attachments B-E, FAMU's Diversity, Equity & Inclusion Strategies & Plan. Additionally, other University offices promote diversity, equity and inclusion initiatives and have dedicated personnel and resources toward these initiatives, as also noted in Part III. D. of this report. FAMU has also invested heavily in online training to provide students, faculty, and staff with important information regarding equity, diversity, and discrimination/harassment prevention. See Attachment F for Training Modules Provided by Human Resources of ODT: Attachment G, Training Provided by Equal Opportunity Office & Title IX Office and the Office of Compliance and Ethics.

*Goal:* In AY 2020-21, the Board of Trustees tasked the Interim Associate Vice President/Chief HR and Diversity Officer to Human Resources Department with developing a compensation philosophy strategy/plan geared towards best practices in increasing salaries, recruiting, and retaining a qualified diverse staff and faculty. The compensation strategy plan is scheduled to be completed in Spring 2023,

### ***B. President's Evaluation***

President Robinson's 2020-21 Evaluation was completed by the University's Board of Trustees on August 5-6, 2021. The new evaluation instrument, which uses the following rating system, as set forth below:

- **Superior (5):** Significantly and consistently exceeds expectations. Quality and quantity of work is exemplary and considered best practice.
- **Above Average (4):** Significantly exceed expectations in most areas. Many functions are performed beyond expectations.
- **Average (3):** Competently performs job functions. Some tasks are performed beyond expectations.
- **Below Average (2):** Inconsistently demonstrates the skills and abilities to perform job functions.
- **Poor (1):** Consistently demonstrates the inability to perform job functions.

In sum, the President was evaluated in seven (7) overarching categories that include: (1) Annual Priorities and Goals; (2) Strategic and Academic Leadership; (3) Organizational Management; (4) Financial Management (Fiscal Administration and Fundraising); (5) Communication; (6)

Relations (Internal and External Relations and Board and Governance Relations); and (7) Personal Values.

The University's mission, values, and strategic priorities advance diversity, equity, and inclusion in faculty, staff, and the student body as well as in business processes and internal and external relations. Accordingly, the Board evaluates the President on these principles in several of the above-listed categories.

President Robinson has rated superior to above average in the seven (7) evaluative categories. A selection of Board of Trustees' ratings and comments are reflected below.

- Communication
  - Superior Rating in the subcategory – “Encourages communication from multiple stakeholders that creates an inclusive and collaborative culture, including faculty, staff, students, alumni and external stakeholders.”
  - Trustee comments in this category:
    - The collaborative culture that President Robinson created among the faculty and other stakeholders is outstanding.
- Relations
  - Superior Rating in the subcategory – “Actively works to build and protect the positive aspects of the culture and ensures consistency across the institution.”
  - Superior Rating in the subcategory – “Builds strong relationships with stakeholders (including faculty, staff, students, alumni and external stakeholders) that demonstrate trust.”
  - Trustee comments in this category:
    - The President is highly engaged internally and externally representing the University as well as conducting the University's business across all dimensions outlined.
    - President maintains open channels of communications. He demonstrates that he understands and appreciates the value that stakeholders bring to the University.
- Personal Values
  - Superior Rating in the subcategory “Respects others and diverse points of view.”
  - Trustee comments in this category:
    - Excellent Spokesperson for the University and lives it values and mission daily.
- Financial Management
  - Trustee comments in this category:
    - The president is a bridge builder and has gained the respect and trust of stakeholders.

The Board of Trustees' evaluation and rating of President Robinson illustrates the University's commitment to diversity, equity, and inclusion from the highest governance and administrative levels.

One of the President’s articulated goals for 2021-22 is to increase the graduation rate from 34.6% to 38% and to increase the retention rate from 85.5% to 90%.

**C. Top Administrators’ Evaluations**

The University’s ePerformance module is an evaluation management application used for the assessment of employees of the University. The ePerformance module supports the entire planning and evaluation process, from planning and aligning employee performance or development goals with enterprise objectives, through assessing and rewarding employee performance results within the expected behaviors. The performance evaluation process includes four steps: (1) defines evaluative criteria including expectations and goals; (2) allows the manager to invite others within the organization to participate in the evaluation process for the employee, (3) involves the employee’s self-evaluation, and (4) requires the manager to complete performance evaluation. Performance is rated according to the four categories that follow.

<p><b>Diversity and Inclusion</b></p>	<p>Seeks to recognize, understand, and respond effectively to similarities and differences in people and uses this understanding to improve working relationships, productivity, and stakeholder/customer satisfaction.</p> <p>Narrowly defined as leveraging and utilizing those individual similarities and differences to maximize the performance of the organization.</p> <p>A practice of ensuring that people within an organization feel they belong, are engaged, and are connected through their work to the goals and objectives of the organization.</p>
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Accordingly, the President evaluated and rated the following seven (7) out of eight (8) Top Administrators (Vice Presidents: Provost/Vice President for Academic Affairs; Vice President Student Affairs; Vice President Strategic Planning, Analysis and Institutional Effectiveness; Vice President, University Advancement; Vice President, Audit; Vice President for Finance and Administration/CFO; and Vice President, Legal Affairs/General Counsel Vice Presidents), and five (5) executive-level administrators, Vice President for Research; Chief Compliance and Ethics Officer; Executive Associate – Governmental Relations, Executive Associate to the President, and Executive Associate – Office of Media Relations for the 2020-21 evaluation period between July 1, 2020 and June 30, 2021.

*The Vice Presidents and senior staff/Administrators* were evaluated on the following areas:

1. Section 1 – Behavioral Expectations.
2. Section 2 – Responsibilities
3. Section 3 – Employee Goals
4. Section 4 – Special Accomplishments
5. Section 5 – Overall

\*Two administrators were not evaluated: Vice President and Athletics Director; and Vice President of Business and Finance/CFO.

\*\* Some categories of the evaluation are in applicable to an administrator’s outlined responsibilities. In other cases, qualitative feedback was substituted for ratings.

Section 1 – Behavioral Expectations	Exemplary	6
	Above Satisfactory	3
	Solid Performer	
	Below Satisfactory	
*	No Evaluation	2

Section 2 – Responsibilities	Exemplary	6
	Above Satisfactory	3
	Solid Performer	
	Below Satisfactory	
*	No Evaluation	2

Section 3 – Employee Goals **	Exemplary	
	Above Satisfactory	
	Solid Performer	
	Below Satisfactory	
*	No Evaluation	11

Section 4 – Special Accomplishments **	Exemplary	
	Above Satisfactory	
	Solid Performer	
	Below Satisfactory	
*	No Evaluation	11

Section 5 – Overall **	Exemplary	7
	Above Satisfactory	1
	Solid Performer	
	Below Satisfactory	
*	No Evaluation	3

Under Section 1 – Behavioral Expectations, the Administrators were rated on their efforts in Diversity and Inclusion, which consisted of the following:

Exemplary	7
Above Satisfactory	3
Solid Performer	
Below Satisfactory	
No Evaluation	1

The University’s dedication to diversity and equity is exemplified in its Administrators in the above Administrators ratings. Notwithstanding, the University will continue to assess diversity and inclusion in its annual evaluations in addition to assessments relating to various aspects of the work environment. University Administrators will maintain and further identify opportunities to enhance equitable and diverse internal and external engagements; as with state supplier, diversity,



and SMWBE programs; equitable upgrades to athletic facilities; recruitment, enrollment, and employment processes; and community engagements. Evaluations for Top Administrators are included in Attachment T.

*Dean's Evaluation*

During the AY 2020-21, FAMU had eleven (1) Deans and one (1) Interim Dean. The Vice President of Academic Affairs/Provost is responsible for evaluating the Deans. There is no individual criteria under which the Deans are evaluated for diversity, equity and inclusion. See Attachment T. However, the Deans are expected to follow all university rules, regulations, policies and initiatives with regard to FAMU's diversity, equity, and inclusion goals. The evaluation performance ratings for Deans are as follows:

<b>5 – Superior</b>	<b>4 – Commendable</b>	<b>3 – Satisfactory</b>
<b>2 – Needs Improvement</b>	<b>1 – Unsatisfactory</b>	<b>NA – Not Applicable</b>

Deans are evaluated in four (4) areas:

- Section A. Program Development and Evaluation
- Section B. Leadership
- Section C. Administrative/Management
- Section D. Professional Commitment

The Overall evaluation ratings for the Deans are as follows:

Superior	4
Commendable	7
Satisfactory	1
Needs Improvement	
Unsatisfactory	
NA – Not Applicable	

**CONCLUSION**

Florida Agricultural and Mechanical University, since its inception in 1887, has been a proponent of diversity, equity and inclusion in the State of Florida. The University has established initiatives and programs to foster the goals of the Florida Board of Governors in diversity, equity and inclusion and has committed resources to facilitate these goals.