



**2020 FLORIDA EDUCATIONAL
EQUITY REPORT**

FOR

**FLORIDA GULF COAST
UNIVERSITY**



2020 Florida Equity Report

Data Year: 2018 - 2019

Approved by

Florida Gulf Coast University Board of Trustees

September 15, 2020

A handwritten signature in blue ink, appearing to read 'Michael Martin', written over a horizontal line.

Approved by Michael Martin, Ph.D.

Florida Gulf Coast University President

Submitted by:

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2020 FLORIDA EQUITY ACT REPORT

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PART I. EXECUTIVE SUMMARY

Introduction

The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors (BOG) Regulation 2.003 requires each university to complete an annual Florida Equity Report (Report). The Florida Gulf Coast University (FGCU) report covers the period from July 1, 2018 to June 30, 2019 and provides an analysis for key areas. The Report, at minimum, must include the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment.

A. Description of Plan Development

The FGCU's Office of Institutional Equity and Compliance (OIEC) coordinated and compiled the Report by collaborating with University divisions and their respective offices including Academic Affairs, Student Success and Enrollment Management, Intercollegiate Athletics, and Administrative Services and Finance. Data collected includes information on women and members of specified race and ethnic groups. The Director of the OIEC submitted the Report to the University's President (President) and the University's Board of Trustees (BOT) for approval. Once approved by the President and BOT, the Report, along with a written certification of approval, will be submitted to the BOG, which oversees the State University System of Florida (SUS). The completion of the Report gives the University an opportunity to assess and highlight its equitable academic, athletic, and employment practices. Simultaneously, FGCU views the Report as a way to identify problem areas and work to correct those problems.

B. Summary of Institutional Progress

Student Enrollment/Retention/Graduation

A fundamental value of FGCU is an unambiguous commitment to diversity, equity and inclusion and a firm resolve to address bigotry and intolerance on our campus and beyond. Further, FGCU is passionately committed to exhibit our values through action. Key to the University's culture is valuing and embracing diversity in all forms. The University mission states that FGCU "emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge." Further, one of the University's guiding principles states "diversity is a source of renewal and vitality" To that end, FGCU tries to seek out and embrace students, faculty, and staff from diverse backgrounds including race, gender, sex, ethnicity, national origin, disability, economic, social, and academic backgrounds.

In that spirit, FGCU has continued to celebrate the diversity of its students, faculty, and staff. In its second year of full implementation, the Division of Student Success and Enrollment Management has continued to provide valuable resources and initiatives to students.

The First-Generation Advisory Group, composed of faculty, staff, and students who are passionate about the issues facing first-generation students, was created and launched multiple initiatives this past year including the First-generation Celebration and a directory of faculty and staff for first-generation students to contact for mentorship or additional support. In the fall 2019 semester, the Student and Community Counseling Center opened, as well as a new Community Counseling service. This provides affordable counseling services to the FGCU and Southwest Florida communities. The building also provided new office spaces for Counseling and Psychological Services and Adaptive Services. Additionally, FGCU opened the new University Recreation and Wellness Center, a nearly 50,000 square foot space dedicated to promoting students' well-being, and renovated and renamed the Cohen Student Union to provide more spaces for students to engage on-campus. Across campus, our young University is growing to meet the needs of our diverse student body.

Focused on collaboration and carrying out our mission, many offices including the Multicultural and Leadership Development Center (MLD), the Office of Community Outreach, the Office of First Year Experience and Retention, Prevention and Wellness, the Office of the Ombuds, the OIEC, Student Support Services, Athletics, Academic Affairs, and the Office of Housing and Residence Life, have continued to collaborate on providing programmatic opportunities rich in diversity and celebrating the many identities in the FGCU Community. The Multicultural and Leadership Development Center, in collaboration with faculty and staff across campus, hosted the inaugural Tunnel of Awareness, a multi-sensory experience that highlighted different diversity and equity issues including microaggressions, immigration, LGBTQ, disability, and environmental justice. The OIEC partnered with the First Year Experience and Retention to provide diversity training to all students enrolled in The University Transition course for first-year students. University Police implemented a full time Community Outreach position this year, who provided women's safety programs, suicide prevention campaigns, and promoted positive relationships between the police and students. Housing and Residence Life prepared to implement a residential curriculum in fall 2020 where one of the learning goals is equity. They partnered with a wide range of campus offices to maximize the student experience. A diverse range of speakers were also brought in to speak about equity and diversity. This included Prisca Dorcas Mojica Rodriguez, Mark Rheault, Mike Domitrz, Jamie Simms Hipp, Charles Winton, Jim Gregory, the Coalition of Immokalee Workers, and Carlotta Walls Lanier. Diversity and equity continue to be the shared responsibility of all at FGCU.

In alignment with the University's goals, FGCU also hosted numerous events and services for specific populations. The University continues to see an increase in enrollment of Hispanic students, currently accounting for approximately 21 percent of enrollment. As FGCU's Hispanic enrollment increases each year, it comes closer to achieving 25 percent Hispanic enrollment. Once the University reaches 25 percent Hispanic enrollment, it will be eligible to apply for the Hispanic Serving Institution designation which would open up the door to additional federal funding. Until then, FGCU will continue to celebrate its Hispanic identifying community through Hispanic Heritage month, partnerships in Immokalee, and other events. FGCU has also continued to work with the indigenous students and communities in the local region.

This past fall, we again celebrated Indigenous Day with Janie Simms Hipp, a member of the Chickasaw Nation and CEO of The Native American Agriculture Fund. Ms. Hipp spoke to the campus community about sustainable food systems for communities, the Native American Agriculture Fund and building Indigenous self-determination through agriculture at the community and national level.

This year, FGCU, like so many other institutions, faced unforeseen challenges with the COVID-19 pandemic and national protests for racial equity this past year. When FGCU was forced to transition to remote operations, all University members came together to respond in flexible, nimble, and comprehensive ways. Under the guidance of Financial Aid, FGCU has distributed funding to students under the CARES Act. Student Care Services, with assistance from Prevention and Wellness and Campus Recreation, piloted the FGCU Eagles Care hotline to provide assistance and resources to students and their families during this challenging time. They answered 346 calls and 126 emails to assist students with a wide range of issues during these unprecedented times. Additionally, they contacted all students on Department of Children and Families waivers or homelessness waivers to ensure they received individual support as needed.

As the national conversation has focused on racial equity, FGCU has remained attuned to the needs on its campus, recognizing that we all have an important stake in shaping the right outcomes. Housing and Residence Life are launching affinity groups, driven by students' desire to elevate the voices of marginalized groups, create educational opportunities for their peers, and celebrate their shared experiences and accomplishments. Students led a protest, attended by FGCU leadership, to express their concerns and have been invited to join in working groups addressing diversity issues on-campus. Athletic Director Ken Kavanaugh has led the coaches and athletic staff through a series of conversations and listening sessions to identify and address race-based issues impacting student-athletes. Focused on diversity and equity, FGCU will continue to take bold steps to address issues surrounding race, sex, student access, and other equity concerns, and remains unambiguously committed to celebrating and embracing diversity in all its forms. It continues to collectively stand against racism, bigotry, and acts that offend our core values.

Faculty and Administrative Employment

This year, the FGCU community has overcome unprecedented challenges requiring faculty and staff to adjust to change, solve problems, and think of innovative opportunities to support our students, each other, and the regional community. With a pool of great talent, employees have repeatedly carried out our collective commitment to diversity and equity. Several new affinity groups focused on diversity and equity were created this year including the Black Faculty and Staff Association, Women's Leadership Initiative, and Moms at FGCU group. These groups provide spaces to discuss the challenges faced by minority employees at FGCU and ways to develop their skills and networks. Additionally, recognizing that diversity and equity for employees begin from the moment a person applies for a job with FGCU, the OIEC has continued to partner with Human Resources and the Office of the General Counsel to provide training for all search committees on equitable hiring practice and the impact of recruiting from a diverse pool of applicants. The OIEC and Human Resources also partner together for the 5-Star Academy, an on-boarding program for new employees. Recognizing the impact equity, diversity, and inclusion has on the academic experience, Academic Affairs has emphasized equity for faculty matters.

The Associate Vice Provost was assigned additional specific responsibilities to recruit and retain diverse faculty and has participated in initiatives including the McKnight Fellowship events to promote the opportunities at FGCU to minority candidates. The Lucas Center for Faculty Development held multiple events around diversity and equity for current faculty members including book clubs addressing student learning and training about how to support diverse students in the classroom. The Provost also hosted a Lecture Series addressing timely topics about nationalism, power, and decision making. Collectively, these initiatives focused on faculty development will enhance the University's inquisitiveness, scholarship, and research.

The OIEC continues to provide a myriad of trainings for the campus community. This year there were 196 sessions facilitated by the OIEC including 83 student sessions, 109 employee sessions, and 4 community sessions. Topics included Title IX, discrimination and harassment prevention, and diversity and inclusion. Included in the 196 sessions were 38 sexual harassment prevention sessions for new employees. With all of the above, FGCU makes it clear that from applicant to employment, diversity and equity among employees is a priority. Other annual trainings for faculty and staff members include faculty retreats, new faculty orientation, and staff meetings, where employees are reminded of the available resources and how diversity enhances our campus community. Despite any challenges from the pandemic, the OIEC also provided virtual trainings including 26 remote sessions. Additionally, FGCU implemented its second year of annual on-line training on ethics, discrimination and harassment prevention, and the American with Disabilities Act for all employees.

The Diversity and Inclusion Committee (the Committee) also continued to advocate for equity within the University. Under the purview of the Committee and the OIEC, the University's Diversity and Inclusion Certificate Program exponentially grew for another year. The program is designed to help participants integrate equity, diversity, and inclusion efforts throughout the University by educating the University community on areas and issues related to equity, diversity and inclusion, creating awareness, and promoting sensitivity. Notably, the Certificate Program had 124 events. In 2019-2020 the Certificate Program had 309 new graduates, a 36 percent increase from the previous year. There were also 147 renewals. Now in its fourth year, there were 456 total graduates at the end of the program. The consistent increases in events and engagement reflect not only the President and Cabinet's support for the program and value it represents, but also the passion the entire University community has for issues of equity, diversity, and inclusion. Further, the program has gained attention from the local Southwest Florida community, and built partnerships with local agencies including the Lee County Visitor Convention Bureau, FutureMakers Coalition, and others.

FGCU has also continued leadership development opportunities for employees through several means. The Diversity and Inclusion Employee Subcommittee has continued its mentoring initiative and welcomed 22 mentor-mentee pairings this past year. In partnership with Florida SouthWestern State College, the Ombuds has continued the Leadership Enrichment Program to lead 24 graduates, 12 of whom are FGCU employees, through a year-long training. And the Office of the President launched the third cohort in the Leadership Development Academy, a program for faculty and administrators to improve their management skills to both pursue new leadership opportunities and more effectively serve the institution.

Finally, it would be remiss to not address the way the nation's current racial climate has impacted FGCU's faculty and staff. At great universities like FGCU, racism, bigotry and intolerance must be directly confronted. The University community must demonstrate to all, the values and conduct that promise to unite, not divide. FGCU faculty and staff must defend and protect all those things that make every person unique and special. As faculty and staff reassemble as a campus community, all must be committed to protecting one another from racism and hatred while also protecting each other from COVID-19. FGCU will seek ways to highlight its values and send the message that at FGCU, our faculty and staff celebrate diversity in all its forms. To that end, FGCU has begun a number of initiatives including launching the Center for Critical Race and Ethnic Studies, committing to hiring a black mental health counselor for Counseling and Psychological Services, organizing an anti-racism webinar series, supporting our Asian-American, international, and DACA community members, participating in NCAA and ASUN conference diversity initiatives, and creating and implementing a diversity, equity, and inclusion plan for all levels of the University. As FGCU copes with unprecedented challenges it will not lose sight of our obligations to one another and will reaffirm our embrace of the "Eagle Spirit."

Athletics

The University's efforts to promote equity, diversity, and inclusion through Intercollegiate Athletics (Athletics) are aided by the Director of Athletics through the Athletics Inclusion and Diversity Committee. The Director of the OIEC has an active role on this committee and also chairs the Title IX Standing Committee. Athletics and the Title IX Coordinator have partnered together for a variety of initiatives and events, and completed the NCAA Title IX form verifying FGCU's compliance with the NCAA standards.

In the fall 2019 semester, all of the coaches and employees in Athletics attended an Equal Opportunity Training facilitated by the OIEC, to recommit to inclusive and equitable practices in their teams. Each fall, Athletics provides the new student-athletes with an orientation and show the "It's On Us" video promoting each individual's role in addressing gender inequity. In addition, international student-athletes attend a panel to promote their inclusion with, not just the team, but with the University as a whole. Further, in fall 2019, Athletics partnered with the Title IX Coordinator to host the "Can I Kiss You" program for all student-athletes, as well as other students. This nationally acclaimed program addresses consent and sexual assault among college students. Athletics has also committed to posting more materials and information about Title IX in its buildings for student-athletes.

This year, Athletics has been a leader on-campus in evaluating how racism impacts its office. In conversations with the coaching and administrative staff, Athletics has committed to creating space for student athletes to speak freely about race based issues and recognizing the impact race has on their daily lives. Further, FGCU signed on to the Collegiate Coaching Diversity Pledge, committing itself to including diverse candidates for head coaching vacancies in men's and women's basketball.

Athletics encourages and values diversity of all types within its office. In 2016-2017, Athletics created a video promoting diversity and inclusion on campus featuring student-athletes; this video continues to be displayed on video boards during timeouts and on the Athletics website.

FGCU Athletics has a history of promoting equitable practices between male and female teams, and the data from this year continues to reflect the firm commitment Athletics and the University have made to gender equity.

C. Budget Plan

As a major player in the Southwest Florida region, and cognizant of our University's Guiding Principles, FGCU has continued to play a pivotal role in the region. The Board of Governors designated nine State University System institutions as "Universities with Distinction," including FGCU. Our identified distinction is the Water School, and we have continued to invest in this initiative. The 2020 Florida Legislature again affirmed the long-standing relationship between our University and the region, making significant investments in the University. We received the final construction funding for the Water School Building, as well as funding for programmatic initiatives. These financial appropriations advance the University's overarching commitment to expand and improve services to our students and citizens of the region and beyond.

In the past year, the University has committed resources to the SSEM, expanded research and scholarship, created The Water School to dive into a critical issue facing the Southwest Florida region, updated technology, and moved forward on several construction projects. Thanks to the great work of many, these financial commitments are already positively impacting our communities. At the same time, FGCU has faced unprecedented challenges due to the COVID-19 pandemic. As such, we have practiced cautious fiscal management focused on protecting the University's long-term viability, ensuring high-quality educational programs for students, and maintaining as many jobs as possible. In these uncharted waters, challenging decisions have been made, but with the shared focus of ensuring FGCU emerges from the pandemic as financially sound as possible.

Despite these challenges, the University continues to provide the necessary support for equity, diversity, and inclusion initiatives through financial resources, staffing, space, and advertisement resources. This funding applies not only to the OIEC, but to other offices that promote diversity, equity, and inclusion through their initiatives and work. This past year, this includes the Center for Critical Race and Ethnic Studies, Student Success and Enrollment Management, and the Women's Networking Initiatives.

As FGCU continues to grow, so do our expenses. However, we are confident that resources are being deployed responsibly and appropriately to promote our students toward a higher four-year graduation rate, create and contribute research and graduates who are prepared to improve the region's workforce, address issues of local concern, and offer new services to citizens. Key to all of these initiatives is our commitment to people that care for FGCU, and whom we care for in return. In this spirit, promoting equity at all levels through initiatives and programs throughout our campus is a priority and is appropriately funded.

Conclusion

After analyzing the data contained in the Report, while there are still some areas of opportunity, the University does increasingly provide an equitable learning and working environment. The University has taken numerous steps to be a diverse and inclusive space for our faculty, staff, and students. Nevertheless, the University continues to strive for growth in all areas of equity, diversity, and inclusion. The information contained in the Report evidences the University's progress in maintaining an equitable working and learning environment. The data in the Report is comprised of three main areas: Enrollment, Athletics, and Employment. The subsequent sections of the Report include a more detailed analysis of the information contained herein. The data included in the Report evidences compliance with the Act and a University-wide commitment to exceed the Act's requirements. FGCU will continue to serve as an active participant in the regional community in promoting diversity both through collaborations and by serving as an example for others.

PART II. Review of Policies and Procedures

A. Specific University Policies in Support of Equity

- 1. Nondiscrimination, Anti-Harassment, and Sexual Misconduct Policy, FGCU Policy 1.006**

<https://www.fgcu.edu/generalcounsel/policies/approved/policy1.006.pdf>

- 2. Disability Access and Reasonable Accommodation Policy and Procedure, Policy 1.008**

<https://www.fgcu.edu/generalcounsel/policies/approved/policy1.008.pdf>

- 3. Consensual Relationship Policy and Procedure, Policy 1.007**

https://www.fgcu.edu/generalcounsel/policies/approved/Policy_1_007_Consensual_Relationship_061115.pdf

- 4. Domestic Violence Leave Policy, Policy 3.041**

<https://www.fgcu.edu/generalcounsel/policies/approved/policy3.041.pdf>

- 5. Family and Medical Leave Policy, Policy 3.039**

<https://www.fgcu.edu/generalcounsel/policies/approved/policy3.039.pdf>

- 6. Degree Waiver Policy, Policy 3.020 (add a space between, as I am having trouble)**

<https://www.fgcu.edu/generalcounsel/policies/approved/policy1.006.pdf>

- 7. Policy and Procedure on Waiver of Position Vacancy Announcement and/or Advertising, Policy 1.009**

<https://www.fgcu.edu/generalcounsel/policies/approved/policy1.009.pdf>

The aforementioned policies are posted on various webpages throughout the University's website. Additionally, the OIEC, the Office of Adaptive Services (OAS), and the University's Human Resources (HR) Department provide recurring training for students, faculty, and staff on the above referenced policies.

B. Non-Discrimination Policy

The University's Non-Discrimination, Anti-Harassment, and Sexual Misconduct Policy can be found on the General Counsel Website by any user located at <https://www.fgcu.edu/generalcounsel/policies/approved/policy1.006.pdf>

The current policy went into effect on December 19, 2016 and is attached in full at the end of this document as Attachment 1. The University's updated Non-Discrimination, Equal Opportunity Statement, signed by President Mike Martin, is attached on the following page.

Every University webpage has a link to the FGCU Hotline at the bottom of the page where anyone can file a complaint. The University's Non-Discrimination, Anti-Harassment, and Sexual Misconduct Policy is also located on the OIEC website along with information on how to file complaints including e-mail, phone and via the Hotline. The Policy is also distributed through various trainings, flyers, handouts, emails, webpages, and agreements with campus affiliates and non-affiliates.



OFFICE OF INSTITUTIONAL EQUITY AND COMPLIANCE

Non-Discrimination and Equal Opportunity Statement

Florida Gulf Coast University (University) is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors, and other third parties. Our commitment to these principles is essential to fostering a campus community that values diversity and inclusion. As such, the University does not discriminate on the basis of race, color, national origin, ethnicity, religion, age, disability, sex, gender identity/expression, marital status, sexual orientation, veteran status, or genetic predisposition with regard to admissions, employment, programs, or other activities operated by the University. Sexual harassment and sexual assault are forms of sex discrimination. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972 and the Genetic Information Non-Discrimination Act.

The University's policies cover access and equity in the administration of education, programs, services, and activities throughout all divisions, departments, and units of the University.

Questions regarding the University's non-discrimination statement or compliance with the laws applicable thereto should be directed to the person and office identified below.

Precious G. Gunter
Director and Title IX Coordinator, Office of Institutional Equity and Compliance
10501 FGCU Boulevard South
Fort Myers, Florida 33965-6565
(239)745-4366
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July 1, 2017
Date

A handwritten signature in cursive script, appearing to read 'Michael Martin'.

Michael Martin, Ph.D.
President

PART III. ACADEMIC PROGRAM REVIEWS – (A, B, and C)

The following section includes eight areas of review for academic programs at the specified levels. These analyses display enrollment at these eight levels for the protected class students. The areas of review include enrollment, retention, graduation rates, and degrees awarded. If appropriate, disproportionate enrollments of women and minorities are identified and areas for improvement are noted.

Academic Program Reviews

A. Academic Program Reviews

Each year FGCU compiles data in order to analyze undergraduate and graduate enrollment as required by Florida law. These annual analyses display enrollment at eight (8) levels for protected class students. This data is critical in developing programs to address such representation issues.

Below are eight areas of review required for each university with programs at specified levels:

1. First-Time-In-College Enrollment (FTIC)
2. Full-Time Transfers From Community College
3. Retention of Full Time FTICs Entering Previous AY, After One Year
4. Graduation Rate of Full Time FTICs After Six Years
5. Bachelor's Degrees Awarded
6. Master's Degrees Awarded
7. Doctoral Degrees Awarded
8. First Professional Degrees Awarded

Legend:

NRA	= Non Resident Alien	W	=White
B	= Black	Unk	= Unknowns
AI/AN	= American Indian / Alaskan Natives	≥ Two	= Two or more Races
A/PA	= Asian/Pacific Islander	NH/OPI	= Native Hawaiian / Other Pacific Islanders
H	= Hispanics	T	= Total

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	9	59	2	20	258	1	717	40	13	1119
Women	20	111	6	29	386	2	961	51	16	1582
Total Fall 2019	29	170	8	49	644	3	1678	91	29	2701
Category % of Total Fall 2019	1%	6%	0%	2%	24%	0%	62%	3%	1%	100%
Total FTIC Fall 2014	35	182	4	31	520	4	1824	93	32	2725
Category % of Total Fall 2014	1%	7%	0%	1%	19%	0%	67%	3%	1%	100%
Percentage Change in number from Fall 2014 to Fall 2019	0%	0%	0%	-1%	-5%	0%	5%	0%	0%	0%

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

FGCU is committed to promoting diversity within the University, and consistently seeking ways to increase the University’s diversity. When evaluating applications, FGCU considers not just academic factors, such as GPA and SAT/ACT scores, but also those related to an applicant’s life experiences, accomplishments, and challenges. The ethnic backgrounds, diverse perspectives, varying interests, and personal obstacles of candidates are all factors considered in determining whether a student is admitted to FGCU.

A review of Table 1 (listed above) shows first-time-in-college (FTIC) student enrollment from 2018 to 2019 decreased by 114 students. Consistent with both the national trends and FGCU’s trends, FGCU continues to enroll more females than males as FTIC students, with 1,582 FTIC women enrolled in the fall of 2019. The table above also shows a 5 year trend of enrolling an overall increasingly diverse group of FTIC students. During this time period students who identify as American Indian/Alaskan Natives, Asian, and Hispanic all increased in enrollment, respectively, at 50 percent, 58 percent and 24 percent. The groups that decreased were Non-Resident Aliens, Blacks and Two or More Races, respectively, at 17 percent, 7 percent, and 2 percent.

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

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2019	13	48	1	9	150	1	234	13	5	273	201	474
Category % of Total Fall 2019	3%	10%	0%	2%	32%	0%	49%	3%	1%	58%	42%	100%
Total Fall 2014	4	20	2	6	73	1	200	12	10	184	144	328
Category % of Total Fall 2014	1%	6%	1%	2%	22%	0%	61%	4%	3%	56%	44%	100%
Category % Change from 2014 to 2019	-2%	-4%	0%	0%	-9%	0%	12%	1%	2%	-1%	1%	0%

Source: Student Instruction File. Full-time students.

FGCU enrolled 474 Florida Community College Transfers with an Associate Degree in fall 2019, a 45 percent increase from fall 2014. Consistent with FTIC enrollment, there were more female students than male students. However, male enrollment increased 9 percent in fall 2019 from fall 2018, and female student enrollment increased 23 percent for this same time period. Enrollment for Non Resident Alien students increased by 69 percent, Black students by 58 percent, Asian students by 33 percent, Hispanic students by 51 percent and White students by 15 percent from 2014. The only group that saw a decline in enrollment over the past 5 years is American Indian by 50 percent.

Table 3. Retention of Full-time FTICs After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Fall 2018 Cohort	28	170	7	59	580	5	1822	123	34	1596	1232	2828
Category % of Total	1%	6%	0%	2%	21%	0%	64%	4%	1%	56%	44%	100%
Enrolled Fall 2019	23	141	6	50	460	4	1461	92	25	1323	939	2262
Retention Rate	82%	83%	86%	85%	79%	80%	80%	75%	74%	83%	76%	80%

Source: Student Instruction File

As always, FGCU continues to prioritize student retention and recognizes the multitude of challenges students face once admitted that may impact their ability and choice to remain enrolled. Some of these challenges include low academic performance and lack of adequate preparation, financial needs, medical and extenuating circumstances, and family and personal issues.

The University has several programs in place to assist students facing any number of challenges to ensure they are able to complete their degree program in a timely and efficient manner.

FGCU continues efforts to ensure student success, promote retention, and provide for the diverse needs of students through the Student Success and Enrollment Management.

During the applicable time period, there was a 10 percent increase in the retention rate of FTIC students after 1 year. The overall retention rate of full-time FTIC students entering in fall 2017 was 78 percent, compared to 79.6 percent for the students entering in fall 2016. Among the fall 2018 cohort, 83 percent of female students remained enrolled at the University after 1 year.

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
2013-19 Cohort	33	194	5	45	533	3	1744	68	19	1538	1106	2644
Category % of Total	1%	7%	0%	2%	20%	0%	66%	3%	1%	58%	42%	100%
Number of Graduates within 6 yrs from cohort	19	95	2	19	215	1	926	28	9	843	471	1314
Percent Graduated	58%	49%	40%	42%	40%	33%	53%	41%	47%	55%	43%	50%
Category % Graduated	116%	99%	80%	85%	81%	67%	107%	83%	95%	110%	86%	100%
Number Still Enrolled in 6th Year from cohort	20	108	2	21	252	1	990	31	10	894	541	1435
Percent Retained	61%	56%	40%	47%	47%	33%	57%	46%	53%	58%	49%	54%

Note: FTIC includes Beginners and Early Admits.

FGCU has continued to prioritize the 6 year graduation rate. Initiatives such as Soar In 4, Eagles in 23, and the Division of Student Success and Enrollment Management are just a few of the ways FGCU supports students towards a timely graduation.

For several years, FGCU had a small but steady increase in the 6 year graduation rates for full-time, First-Time-In-College students (FTICs); this year, it held steady with the previous year's 6-year graduation rate of 50 percent. Among the 2012 cohort, Non-Resident Alien students had the highest 6 year graduation rate at 58 percent among all racial and ethnic groups. The lowest 6 year graduation rates were among Native Hawaiian/Other Pacific Islander students at 33 percent. Consistent with the past several years, females showed a stronger 6 year graduation rate at 55 percent vs male students at 43 percent.

Table 5. Bachelor’s Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≠ TWO	UNK	TOTAL
AY 2018-19										
Male	35	83	4	17	222	1	777	26	20	1185
Female	42	148	5	34	380	1	1140	50	20	1820
Total	77	231	9	51	602	2	1917	76	40	3005
Category % of Total	3%	8%	0%	2%	20%	0%	64%	3%	1%	100%
AY 2017-18										
Male	31	78	1	21	177	1	731	16	18	1074
Female	23	159	1	22	292	5	1027	51	21	1601
Total	54	237	2	43	469	6	1758	67	39	2675
Category % of Total	2%	9%	0%	2%	18%	0%	66%	3%	1%	100%
AY 2013-14										
Male	10	39	2	15	132		535	11	8	752
Female	19	75	1	18	206		766	18	9	1112
Total	29	114	3	33	338	0	1301	29	17	1864
Category % of Total	2%	6%	0%	2%	18%	0%	70%	2%	1%	100%

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

Since 2014, FGCU has consistently increased the overall number of Bachelor’s degrees awarded. In 2014, 1,864 degrees were awarded compared to 2,062 in 2015, 2,331 in 2016, 2,399 in 2017, 2,675 in 2018, and 3,005 in 2019. Consistent with the national statistics, female students comprised the majority of the degrees awarded. Female students obtained approximately 61 percent of the degrees awarded, while the male students made up the remaining 40 percent in 2019.

Also consistent with the previous years, the University has improved in enrolling and graduating some traditionally underserved minorities. In 2018-2019, Non-Resident Alien and Hispanic student populations increased in the percentage of the degrees earned. However, the Black student population decreased by 1 percentage point. The White student population also decreased by 2 percent.

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2018-19										
Male	1	4	0	3	13	0	71	0	3	95
Female	4	14	0	3	25	0	138	6	3	193
Total	5	18	0	6	38	0	209	6	6	288
Category % of Total	2%	6%	0%	2%	13%	0%	73%	2%	2%	100%
AY 2017-18										
Male	1	9	0	1	9	0	63	1	1	85
Female	2	14	0	1	30	0	152	1	2	202
Total	3	23	0	2	39	0	215	2	3	287
Category % of Total	1%	8%	0%	1%	14%	0%	75%	1%	1%	100%
AY 2013-14										
Male	2	2	0	2	9	0	74	2	2	93
Female	4	14	0	6	22	1	188	3	3	241
Total	6	16	0	8	31	1	262	5	5	334
Category % of Total	2%	5%	0%	2%	9%	0%	78%	1%	1%	100%

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

For the third consecutive year, FGCU has increased the number of Master's degrees awarded, awarding 1 more degree in 2018-2019 than the prior year. IPEDS data shows 287 degrees were awarded in 2017-2018, 286 in 2016-2017, 269 in 2015-2016, and 302 in 2014-2015. Among the Master's degrees awarded this year, Black students earned 6 percent, compared to 8 percent in 2017-2018, and Hispanic students earned 13 percent, compared to 14 percent in 2017-2018. However, Non-Resident Alien, Asian, Two or More Races, and Unknown students, all increased by 1 percent this year.

The University has 25 Master's degree programs, 3 Doctoral programs, and 12 Certificate programs. As a major player in the Southwest Florida region, FGCU is cognizant and responsive to the region's needs, and continues to explore programs which serve the local community. With the addition of the Water School, online education options, and partnerships with local businesses, FGCU has opportunities to engage a diverse body of students in graduate studies.

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-19										
Male	0	0	0	2	3	0	12	1	0	18
Female	1	0	0	2	1	0	22	1	1	28
Total	1	0	0	4	4	0	34	2	1	46
Category % of Total	2%	0%	0%	9%	9%	0%	74%	4%	2%	100%
AY 2017-18										
Male	0	1	0	1	2	0	11	1	0	16
Female	0	1	0	1	2	0	14	0	0	18
Total	0	2	0	2	4	0	25	1	0	34
Category % of Total	0%	6%	0%	6%	12%	0%	74%	3%	0%	100%
AY 2013-14										
Male	0	0	0	0	3	0	9	0	0	12
Female	0	1	0	0	2	0	18	0	1	22
Total	0	1	0	0	5	0	27	0	1	34
Category % of Total	0%	3%	0%	0%	15%	0%	79%	0%	3%	100%

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

In 2018-2019, FGCU awarded 46 doctoral degrees, 12 more than 2017-2018. Of the students offered doctoral degrees, 1 percent were Non-Resident Alien, 0 percent were Black, 9 percent were Asian, 9 percent were Hispanic, and 4 percent were More than Two Races. Black students saw the largest decrease from 6 percent in 2018 to 0 percent in 2019. Hispanic students also saw a decrease of 3 percent from 2018 to 2019. Non-Resident Alien, Asian, More than Two Races and Unknown students all saw an increase from the previous year.

Table 8. First Professional Degrees Awarded by Race

FGCU does not have a professional degree program.

PART III. ACADEMIC PROGRAM REVIEWS – STUDENT SERVICES (D)

The BOG requires University services that are provided to students be periodically reviewed by the institution to determine compliance with equity laws and regulations.

University Services Provided to Students

A. Academic Advising -

<https://www.fgcu.edu/academics/advising/>

University Advising Services consists of 6 advising areas: Exploratory Advising; College of Arts & Sciences Advising; College of Education Advising; Lutgert College of Business & School of Entrepreneurship Advising; Marieb College of Health & Human Services Advising and U.A. Whitaker College of Engineering Advising. FGCU uses a centralized 1+3 advising model. Exploratory Advising works with First Time in College (FTIC) students, Honors College students, Accelerated Collegiate Experience (ACE) dual enrolled high school students, Step Ahead summer bridge program students, undeclared students with advanced credit, first-year student-athletes, students in the South Village Living Learning Communities, first-year students who have accelerated credit but do not meet their major/College milestones, transfer students who do not meet their program milestones, CareerSource Southwest Florida Workforce Innovation Opportunity Act grant students, and students pursuing the Integrated Studies B.A. At the end of the first year, provided academic requirements established by the academic colleges are met, FTIC students move from the Exploratory Advising area to advising in the college that houses the intended program of study and are advised by that particular advising area through graduation.

University Advising Services (UAS) is committed to serving all undergraduate students at FGCU. To do so successfully, UAS has established a schedule of professional development opportunities for the advising community which includes activities that promote learning about a variety of student populations including first generation students, retaining and serving minority students, and adult learners. University Advising Services staff are highly encouraged to participate in diversity trainings offered by the University. This resulted in several advisors earning their Diversity & Inclusion Certificate. Additionally, we have two academic advisors who are certified in Appreciative Advising and several others who completed training on this advising approach and utilize the framework in their daily practice.

FGCU's academic advisors are committed to guaranteeing that each student is treated fairly and equally under Title IV and University policy. UAS regularly partners with Student Support Services (SSS) to provide advising programs that support achievement in college for first generation students, low-income students, and/or students with a documented disability. SSS's programs are designed to provide opportunities for academic development, assist students with basic college requirements, and motivate students toward the completion of their post-secondary education.

In 2018-2019 UAS conducted 3 searches to fill critical leadership positions in University Advising Services. These searches resulted in successfully hiring 3 Directors of Advising that greatly impacted the diversity of the UAS team.

B. Admission to Academic Programs

<https://www.fgcu.edu/admissionsandaid/undergraduateadmissions>

The Office of Undergraduate Admissions at FGCU actively attracts, recruits, and yields new undergraduate students in order to meet the University's enrollment targets. FGCU is an inclusive community that encourages 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. Some of the strategies in place to attract and enroll a diverse student body include targeted recruitment efforts to traditionally underrepresented populations, collaboration with other university programs in their outreach efforts, and developing programs to encourage students, including students from historically underrepresented populations, to apply, enroll, and ultimately graduate. In order to make certain that all qualified applicants are considered for admission, FGCU does not permit and will not tolerate discrimination of any kind during the admissions process.

The Office of Undergraduate Admissions has multiple initiatives in place to enhance student diversity by assisting students who otherwise may not have considered or able to attend FGCU through:

- Leveraging relationships with local high schools that have a high proportion of underrepresented students to conduct more frequent visits in an effort to encourage students to consider post-secondary educational opportunities at FGCU and provide assistance with the application/admission process;
- Partnering with community organizations that serve underrepresented students;
- Providing access programs such as the summer Step Ahead Program for bright high school students whose SAT/ACT test scores do not reflect their abilities;
- Attending college fairs throughout the state of Florida and at select locations outside of Florida that impact recruiting diversity;
- Ensuring diversity among recruitment staff, including those speaking languages other than English and of various nationalities;
- Producing admissions and financial recruitment materials in Spanish & English;
- Providing campus tours in Spanish;
- Working closely with the Office of Community Outreach to improve post-secondary educational awareness and recruitment among historically underrepresented/underserved populations;
- Supporting University outreach programs by presenting admissions workshops and making college awareness presentations;
- Hosting students involved in mentorship programs, such as Take Stock in Children and the Advancement Via Individual Determination (AVID), for half-day visits, which include workshops on admissions, college life, and financial aid; and
- Providing tuition waivers and scholarship programs that support students in outreach programs such as AVID, College Reach-Out Program (CROP), Scholars Club, and Take Stock in Children.

The Office of Undergraduate Admissions creates a cohesive outreach and support system for students from underserved and underrepresented backgrounds through the following means:

1. Fostering strong University/Community partnerships;
2. Increasing visibility and participation of the University in the Southwest Florida community; and
3. Assisting with the recruitment and retention efforts of the University.

In addition, the Office of Community Outreach, an office within the Undergraduate Admissions structure, provides programming for the University and community members to promote equity, diversity, inclusion, and access. These include hosting the following events:

- The annual **“Attain to Retain” Conference** for underrepresented students enrolled at FGCU, FSW, and Hodges University. The objective of the conference is to help these students succeed and understand the many opportunities that are available to them. The Attain to Retain conference also includes high school students, so it serves as a recruitment tool to expose underrepresented students to a college campus;
- **Community Day**, which invites agencies that work with underrepresented communities to interact with academic areas and departments on campus. This keeps them aware of services offered at FGCU; and
- **Annual STEM Camp** for underrepresented student populations from Lee and Collier County on campus. The camp’s purpose is to bring a diverse group of high school students interested in the STEM field to campus for an intensive learning experience and exposure to the STEM fields of study. FGCU provides the camp at no cost to the students and Sigma Pi Phi Epsilon Nu Boule sponsored the STEM Academy this year.

C. Health Services

FGCU understands that the medical needs of students come in various forms. As a result, FGCU provides services to address both students’ physical and mental health. Student Health Services and Counseling and Psychological Services are available to all students.

Student Health Services (SHS)

<https://www.fgcu.edu/studentlife/studenthealth/>

The mission of FGCU SHS is to facilitate the retention, academic advancement, and graduation of students by providing efficient, professional, and compassionate primary health care, and by promoting individual and community health and wellness to all individuals on campus regardless of their race or other social identities. SHS promotes overall health and wellness by providing immunizations, laboratory services, and medical care, including routine episodic primary care, health screenings, family planning, women’s health, and sexually transmitted infection screening and treatment to all enrolled students regardless of gender, race, ethnicity, national origin, culture, sexual orientation, physical ability, lifestyle, or other personal attributes.

SHS is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). SHS provides routine medical care and preventive medicine including but not limited to; physical examinations, health screenings, women's healthcare, contraceptive options counseling, health education, referrals for specialist care and, nutritional assessments by Registered Dietician all free of charge to currently enrolled students. SHS also offers laboratory testing, EKGs, immunizations, pap smears, STD/STI Testing, and minor surgical procedures for a nominal fee. SHS implemented a Community Pregnancy Van that offers free STI testing opportunities provided monthly by Verity Pregnancy Center. Students are also offered a free STI testing walk-in clinic for 2 hours every third Thursday of the month.

Counseling and Psychological Services (CAPS)

<https://www.fgcu.edu/studentlife/healthandsafety/caps/>

CAPS provides counseling services to currently enrolled students. The staff at CAPS is trained in accordance with state and federal laws and is experienced in assisting students with issues including depression, eating disorders, sexual assault, and academic stress. CAPS offers individual, group, and couples counseling, consultations, assessments, psychiatry services, and other programs and services aimed at providing holistic mental health care services (e.g., dietitian, biofeedback, etc.). In 2018-2019 the staff facilitated 11,053 appointments. The gender break-down of these appointments were: 62 percent female, 31 percent male and 1.5 percent Transgender.

CAPS respects the diversity of individuals in their cultures, languages, lifestyles, identities, ideologies, intellectual capacities, abilities, appearances, personalities, political affiliations, and the many other ways people may identify. Students can speak with the staff at CAPS and be assured of complete confidentiality. CAPS works in conjunction with the Step Ahead program to offer Bouncing Back, a 3-session resiliency skills training, to all sections of the program.

CAPS develops and works to maintain liaison relationships with numerous offices and departments on campus, including the Multicultural Leadership and Development office. CAPS has decided to, and will continue to, examine the aesthetics of the center to explore what our clientele sees when they step into the space. The goal is to increase the chances that any students, including minority students, will see information, visuals, or other indicators that they are seen and welcomed in the center.

CAPS has developed resource guides for LGBTQ+ and Trans-identified students. CAPS offers a therapy group specifically for women. Members of the CAPS staff serve in staff advisory roles for some minority-based student organizations.

D. Club and Intramural Athletics

<https://www.fgcu.edu/studentlife/campusrec/>

Campus Recreation (CR) provides recreational, sport, and fitness opportunities to the FGCU community through a variety of programs and facilities.

The vision of the Department of Campus Recreation is to impact students' lives through engaging recreational experiences.

CR strives to be identified as the recreational home that creates a culture for students to:

- Be challenged;
- Cultivate a sense of well-being;
- Build relationships;
- Live an active life; and
- Have fun.

At their core, CR operates with the following values in mind: Student Centered, Teamwork, Purpose, Acceptance, and Development.

The CR department has a strict workplace anti-harassment policy as part of the CR Employee Handbook. The policy states the following:

Our department is committed to maintaining a work environment that is free from discrimination and harassment.

In keeping with this commitment, we will not tolerate harassment of our student employees by other student employees or professional staff members. Harassment consists of unwelcome conduct, whether verbal, physical or visual that is based on a person's protective status, such as sex, color, race, religion, national origin, age, sexual orientation, physical or mental disability, or other protective group status. Our department will not tolerate harassment that affects tangible job benefits, that interferes unreasonably with an individual's work performance, or that creates an intimidating, hostile, or offensive work environment.

If you feel that you have experienced or witnessed workplace harassment, you are to notify one of the professional staff members. Our department prohibits retaliation against anyone for reporting harassment, assisting in making a harassment complaint, or cooperating in a harassment investigation.

Efforts to serve minority, women, and first generation students:

Campus Recreation commits a great deal of resources to recruiting minority, women, and first-generation students as participants and student employees. Our goal is to always be representative of the student body. CR continues to expand the women's leagues in Intramural Sports and provide support for predominantly women run sport clubs. Based on feedback from the student staff, CR focuses efforts in outreach and marketing to student organizations and Greek organizations that predominantly serve minorities and women. CR attended meetings, targeted social media posts, and tabled at organizational events to recruit students to participate. The department also offered "freshmen only" programming in Outdoor Pursuits and Fitness to reach first generation students their first year in college.

Trainings and initiatives:

In 2018-2019, all professional and support staff were required to participate in the University's Diversity & Inclusion Certificate program with 100 percent completing the program.

Professional staff incorporated implicit bias, SafeZone training, and diversity into student trainings throughout the year. Staff from the Office of Institutional Equity and Compliance also provided training and educational sessions to our student staff on sexual harassment and sexual assault awareness.

The activities offered are categorized as Intramural Sports and Sports Clubs. The demographic data below demonstrates the high level of participation from male and female students. The data is proportionate to the representation of FGCU students on campus. Campus Recreation provides an opportunity for students to participate in Intramural Sports and Sports Clubs without regard to race or gender.

Race/Ethnicity	Actual Number	Percentage of CR Users
American Indian/Alaskan Native	25	0.31%
Asian	130	1.59%
Black/African American	676	8.28%
Hispanic	1596	19.54%
Native Hawaiian/Pacific Island	13	0.16%
Two or more races	290	3.55%
Other/Not Reported	91	1.11%
White	5124	62.73%
Non-resident	223	2.73%
<i>Totals:</i>	8168	100%

Gender	Actual Number	Percentage of CR Users
Male	4140	51%
Female	4028	49%
<i>Totals:</i>	8168	100%

This data set represents distinct, individual participants in Intramural Sports and Sport Clubs, as well as distinct individual students who entered the Recreation Center, SoVi Pool and the Aquatics Center.

E. Student Financial Assistance

<https://www.fgcu.edu/admissionsandaid/financialaid/>

The Financial Aid and Scholarships Office (FASO) is a service-oriented unit within the Division of Student Success and Enrollment Management, with the primary responsibility of assisting students secure the funds necessary to complete an education at FGCU. Given this mission, the FASO staff assumes a proactive role in educating enrolled and prospective students on available financial resources at the federal, state, and institutional level. The office strives to provide timely and accurate financial aid processing that is in full compliance with federal, state, and university regulations.

In recent years, FGCU has established various programs to reach out to all students, including, but not limited to, first generation students and underrepresented populations.

College Goal Sunday

Three Financial Aid staff members participated in the annual College Goal Sunday event. Financial Aid staff members assisted students on an individual basis to complete the Free Application for Federal Student Aid (FAFSA). Students were informed on the financial aid process in general, as well as important deadlines to be able to maximize their financial aid opportunities and eligibility. The majority of these students are from underrepresented populations and first-generation college families who benefit greatly from the one-on-one assistance.

Bilingual Financial Aid Staff and Literature

FASO provides FAFSA information in English and Spanish, which is available online and/or on printed materials. Additionally, there are 4 full-time staff members who speak Spanish and are always available to assist students and/or parents who need it.

Eagle HOPE Scholarship

FGCU, in conjunction with FSW, established the Eagle HOPE scholarship. The Eagle scholarship serves students from the surrounding 5-County area. The FSW Project, Help One Person Excel (HOPE) Scholarship Program was created in 1993. Its vision is that through a scholarship incentive program, Edison State College could inspire “at risk” and first-generation middle and high school students to stay in school.

As a result, FGCU established The Eagle HOPE scholarship in 2007 through the Office of Equity and Diversity (now known as the Office of Institutional Equity and Compliance), which provides eligible HOPE graduates with a scholarship to transfer to FGCU, continue their education, and graduate with a Bachelor’s Degree. Through campus involvement and leadership activities, graduates are encouraged to go on to lead productive lives and become positive, contributing members of society.

Eagle Take Stock in Children Scholarship

In conjunction with the Take Stock in Children Foundation, FGCU established the Eagle Take Stock in Children Scholarship program. This scholarship serves students from the surrounding 3-county area and was created in an effort to continue to provide educational opportunities for a wide range of students. The scholarship assists low-income students succeed in life by providing them with financial assistance to obtain a college education.

First Generation Matching Grant Scholarship

The First-Generation Matching Grant Program (FGMG) provides need-based grants to undergraduate students who are enrolled in state universities and whose parents have not earned baccalaureate degrees. Available state funds are contingent upon matching contributions from private sources on a dollar-for-dollar basis. The Office of Financial Aid ranks all eligible applicants on the basis of financial need, determine the award amount for each recipient, and notify each student of their award. Due to limited funding, not all students that meet eligibility and deadline requirements will receive this grant. This grant is for 1 year only and is not guaranteed in subsequent years.

Student Support Services Scholarships

FGCU was awarded a couple of 5-year TRIO Student Support Services (SSS) grants on September 1, 2010. The goals of the SSS Grants are to provide services and support that will increase retention and graduation rates among its participants. The 2 grants strive to provide opportunities for academic development, assistance with basic college requirements, and motivate students towards the successful completion of their postsecondary education.

SSS participants must be either First Generation Students, low-income as determined by the FAFSA, or have a documented disability in order to qualify for the program. The programs are designed to address the academic and social needs of eligible students enrolled at FGCU.

All of the active students are provided with opportunities for academic and personal advising, tutoring and mentoring, and cultural events. The programs are very competitive with a limited number of openings each year.

In-State Waivers

In-state waivers are available to enhance campus diversity and academic quality in an ever-increasing competitive student market. Waivers are based on the University's established key selection criteria of recruitment, retention, diversity, and service and are awarded to students who are classified as In-State residents.

Eagle Transfer Scholarships

The Eagle Transfer Scholarship, formerly known as the Community College Transfer Scholarship, is a competitive scholarship for qualified state college transfer students. Recipients are awarded on the basis of financial need, with priority given to students from underserved and or underrepresented areas as it pertains to Florida Gulf Coast University.

National Hispanic Scholar Scholarship

The scholarship award is \$5,000 per year. It can be renewed for up to 4 years or until the student completed their first bachelor's degree or until the student earned and attempted credits reach the required number of their chosen degree program, whichever comes first.

Specific Financial Aid Activities

Financial Aid Presentations to groups touring FGCU:

- Attain to Retain Conference attendees;
- Clewiston High School students;
- FGCU Trio Talent Search high school students;
- First Generation College Student Day attendees;

- High School counselor workshop;
- Student Support Services Lunch and Learn Series;
- STEM camp students; and
- STEP Ahead summer bridge program participants.

Financial Aid Awareness Presentations encouraging early FAFSA completion:

- Barron Collier High School;
- Boots to Books- Veteran’s Information session;
- Boys and Girls Club of Collier County;
- Cape Coral Rotary Club;
- Collier County College Night (eight local high schools participated);
- Department of Children and Families (students who aged out of foster care);
- Gulf Coast High School;
- Immokalee Foundation (three events);
- Island Coast High School;
- Lorenzo Walker High School (two events);
- Moore Have High School;
- Palmetto Ridge High School; and
- RU Ready Webinar Series.

Eagle TSIC, Eagle HOPE, and Student Support Services Programs (CROP, AVID, TRIO):

- FGCU TRIO Talent Search Program: FAFSA Workshop;
- FGCU TRIO Talent Search Program: Pre-College Mentoring Session;
- FAFSA, scholarship searches and financial aid information sessions conducted by our College Transition specialist at the following high schools:
 - Clewiston High School
 - Dunbar High School
 - East Lee County High School
 - Fort Myers High School
 - Golden Gate High School
 - Immokalee High School
 - Island Coast High School
 - Labelle High School
 - Moore Haven High School
 - Palmetto Ridge High School
 - South Fort Myers High School
- First Generation College Student Celebration;
- Scholarship Assistance Day; and
- SOAR summer bridge program.

F. Housing and Residence Life –<https://www.fgcu.edu/studentlife/housing/>

The Office of Housing and Residence Life (OHRL) promotes diversity and inclusion to ensure that every student living on campus feels as though they are part of the FGCU community. To further demonstrate its dedication to diversity and inclusion, OHRL created the following diversity and civility statements:

Diversity Statement

The Office of Housing and Residence Life at Florida Gulf Coast University recognizes the value in embracing and celebrating individual differences. As a community of learners, we seek to create an inclusive environment where all students are active participants in shaping the culture of our community. We accomplish this by:

- Promoting a set of community standards that encourage an understanding of what it means to live with and learn from others with varying perspectives;
- Designing a variety of programs and activities that encourage social, cultural, and intellectual engagement; and
- Committing ourselves to recruiting, hiring, and retaining a diverse staff.

Civility Statement

As residential students of Florida Gulf Coast University, we are committed to a community where civility, integrity, and respect are integral components of the living and learning experience. As members of this community we aim to:

- Show respect, concern, and compassion for our neighbors;
- Soar high above adversity, prejudice, and discrimination;
- Hold each other accountable to community standards;
- Challenge ourselves to be better citizens; and
- Take pride in our community.

The OHRL has an active Diversity and Civility Committee comprised of students and staff who work to design and implement programs that focus on diversity, inclusion, civility, and social justice topics. As part of their professional development expectations, OHRL employees participate in different trainings and educational programs, such as the Diversity and Inclusion Certificate Program.

The OHRL supports other departments on campus who actively recruit minority and first generation students by providing tours of facilities, participating in campus events, answering and sharing information, and participating in Orientation.

In addition to promoting diversity and inclusion, FGCU compiles data of the students living on campus each year. This data is used to track trends in housing and make necessary adjustments if it appears that a diverse population is not represented. The data compiled each year consists of the following: gender/sex of the students, marital status, ethnicity, and age.

The tables below summarize the demographic data for students living on campus for fall 2018 and spring 2019.

July 1, 2018- June 30, 2019

Race/Ethnicity	Fall 2018		Spring 2019	
	Actual Number	Percentage	Actual Number	Percentage
American Indian/Alaskan Native	17	0.36%	15	0.33%
Asian	82	1.72%	78	1.71%
Black/African American	466	9.81%	434	9.51%
Hispanic	880	18.52%	850	18.62%
Native Hawaiian/Other Pacific Island	8	0.17%	6	0.13%
Two or more races	184	3.87%	179	3.92%
Other/Not Reported	151	3.18%	152	3.33%
White	2964	62.37%	2850	62.45%
Total	4752	100.00%	4564	100.00%

GENDER

July 1, 2018- June 30, 2019

Gender	Fall 2018		Spring 2019	
	Actual Number	Percentage	Actual Number	Percentage
Male	2084	43.86%	2004	43.91%
Female	2668	56.14%	2560	56.09%
Total	4752	100.00%	4564	100.00%

Based on the information in the table, the representation of students living on campus is reasonably proportionate to the student population on campus. There are more female students enrolled in classes on campus, which accurately reflects more female students living in on-campus housing. Proportionally, more Black students live on campus (overall make up about seven percent of the population), and nearly half of the total enrolled Native American students lived on campus.

G. Student Employment

<https://www.fgu.edu/careerservices/>

FGCU Career Development Services (CDS) is dedicated to promoting diversity amongst student employees. CDS also promotes student development and learning by helping students implement career, education, employment plans, and decisions. This is achieved by offering a number of different job opportunities for student employees. Some of these opportunities include paid Federal Work Study positions. Student positions are filled without regard to race, color, religion, age, disability, gender, sexual orientation, marital status, national origin, or veteran status.

CDS adheres to, and requires employers to adhere to, the Principles for Professional Practice for Employment Professionals provided by the National Association of Colleges and Employers.

<https://www.fgcu.edu/academics/internships/>

The Office of Internships & Co-Operative Programs (ICP) strives to be a leader in work-integrated learning, influence policy makers and thought leaders, forge partnerships with like-minded groups, and provide a supportive learning community for participating students, educators, and employers. ICP has proven to be a vital resource on campus for students to gain priceless experiential learning opportunities and for local employers to see the value in hiring FGCU students at their companies. ICP continuously updates Eagle Career Link, a student-employer communication job-posting interface, with new opportunities and experiences.

H. Educational and Work Environment

<http://www.fgcu.edu/equity>

<http://www.fgcu.edu/adaptive>

In an ongoing effort to improve the University's learning and working environments and support the development of students and other members of the University community, the University requires compliance with all applicable regulations and policies, as well as federal and state laws regarding equal opportunity and nondiscrimination. Florida Gulf Coast University, under the guidelines of Federal legislation, provides access to activities, programs, and services to students, faculty, staff, and guests with disabilities.

Adaptive Services provides accommodations and services to students, faculty, staff, and guests with documented disabilities. These accommodations and services include academic adjustments, such as extended time on exams, note taking assistance, tutoring, alternate formats of texts, and assistive technology. They also include sign language interpreting, sighted guides, study skills instruction, peer mentoring, modified work schedule, adjustable furniture, and other needs-based accommodations.

As 10 percent of the student population is made up of students with documented disabilities, Adaptive Services initiates contact with these students every semester to ensure they are on track to graduating and offer assistance if needed.

The Director of the department is also the ADA Coordinator and Chair of the ADA Advisory Committee, and works closely with other departments in reviewing campus compliance for the ADA, and advising Administration on implementing required changes.

In addition to providing accommodations and services, Adaptive Services also provides training related to ADA matters to campus and community partners. This training includes student leaders, academic departments, staff offices, local high schools, and student internship sites. Adaptive Services also participates in numerous campus events geared toward diversity, such as Unity Day, the Wellness Fair, the Student Support Services Summer Bridge Program, the Out of Darkness Campus Walk, and recreational events, which has included an adaptive water-ski event in October for campus and community members.

I. Educational and Work Environment
<http://www.fgcu.edu/HR>

FGCU treats all personnel, whether they are student, part-time, or full-time employees with the same level of dignity and respect regardless of employee classification. This is achieved by recognizing the importance of each individual employee and the role they play in FGCU's inclusive community. Additionally, FGCU safeguards the consistent application of University policies and procedures to ensure that all personnel matters are handled in a manner that aligns with FGCU's Non-Discrimination Statement and applicable policies and practices that promote equity and diversity.

New employees participate in a New Employee Orientation (NEO) program designed to acclimate employees to FGCU to promote retention and inclusion. As a part of their onboarding, full time faculty and staff participate in the 5-Star Academy. During the second session, the OIEC provides training on diversity and inclusion to maximize the number of employees who understand and advance these topics on campus.

In addition, OPS employees, including student employees, go through their own orientation program, which includes a session that reviews diversity, inclusion, and equal opportunity. The department of Human Resources also makes sure students learn about different resources and tools that would be useful in their employee roles. Student Employees make up over 40 percent of the total employees at FGCU.

PART III. ACADEMIC PROGRAM REVIEWS – ENROLLMENT (E)

The following section overviews FGCU's effectiveness in enrollment equity in the reporting year. Accolades, statistical achievement, and other documentation are considered. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

Enrollment Overview

Fall 2018 Enrollment (Fall and Part Time)										
	Asian	Black	Hispanic	Native American	NRA	Not Reported	Pacific Islander	Two or more Races	White	Total
Female	182	612	1842	21	159	106	16	290	5314	8542
Male	97	445	1302	18	139	95	3	186	4219	6504
Total	279	1057	3144	39	298	201	19	476	9533	15046
Category % Total	1.9%	7.0%	20.9%	0.3%	2.0%	1.3%	0.1%	3.2%	63.4%	100%

FGCU enrolled 15,046 students in fall 2018, which is an increase of 553 students from the fall 2017 enrollment of 14,493 students. In the fall 2018 semester, 8,542 students were female, accounting for 57 percent of the total population. This is consistent with previous years' gender breakdowns. The University enrolled 6,504 male students, accounting for the remaining 43 percent. The University's enrollment of minority students in fall 2018 also showed a slight increase from the fall 2017 semester. FGCU enrolled 3,144 Hispanic students in fall 2018, representing 21 percent of the total population. This is an increase from the 3,009 Hispanic students in fall 2017 who represented 20 percent of the total population. The growth in the Hispanic student population reflects the University's goal of becoming a recognized Hispanic Serving Institution.

The data in the chart above breaks down the student population based on race and gender. Further data, such as enrollment based on age, degree programs, etc. is included as Attachment 2 at the end of this report.

PART IV. GENDER EQUITY IN ATHLETICS

Under the Florida Education Equity Act, each university shall prepare an annual update to the gender Equity Plan and include a description of the findings followed by an assessment of gender equity in eleven areas.

Title IX's Applicability to Gender Equity in Intercollegiate Athletics

Title IX is an important federal civil rights law that prohibits discrimination on the basis of sex with respect to postsecondary institutions that receive federal financial assistance from the U.S. Department of Education (USDOE). Title IX is enforced by the USDOE's Office for Civil Rights (OCR). Among other things, Title IX applies to gender equity in athletic programs operated by the University. As such, the University must provide equal opportunities to participate in athletics to both male and female students. Specifically, Title IX, as enforced by OCR, sets out three parameters upon which gender equity in postsecondary athletics can be measured and achieved. A university can show equity in postsecondary athletics by showing one of the following: (1) the intercollegiate-level participation opportunities for male and female students at the institution are **"substantially proportionate"** to their respective full-time undergraduate enrollment, (2) the university has a **"history and continuing practice of program expansion"** for the underrepresented sex, or (3) the university is **"fully and effectively"** accommodating the interests and abilities of the underrepresented sex. The University meets the "substantially proportionate" test, as during the applicable time period, there were 112 (43.92 percent) male and 143 (56.08 percent) female participants in intercollegiate athletics. This compares to the institution's 55.72 percent full-time female and 44.28 percent full-time male undergraduate populations according to the FGCU Office of Planning and Institutional Performance.

In addition to meeting the "substantial proportionate" test, the University must determine whether the "substantially proportionate" athletic representation actually provides "equal opportunity" for the sexes. In making such a determination OCR considers, among other things, the following factors: (1) the provision of equipment and supplies; (2) scheduling of games and practice time; (3) travel and per diem allowances; (4) opportunity for coaching and academic tutoring; (5) assignment and compensation of coaches and tutors; (6) provision of locker rooms, and practice and competitive facilities; (7) provision of medical and training facilities and services; (8) housing and dining services; (9) publicity; (10) recruitment; and (11) support services. These factors are affectionately termed the "laundry list". No one factor is dispositive in determining whether "equal opportunity" exists. The Act adopts an analysis similar to what is used by OCR. Consequently, compliance with OCR standards equates to compliance with the Act with regard to gender equity in athletics.

Using an evaluation of the 11 factors listed above and the "substantially proportionate" test, the Report finds that the University is compliant with Title IX and the Act's requirement to provide equitable opportunities in athletics to male and female student athletes. The following charts illustrate compliance as such.

**Florida Equity Reports
 Florida Gulf Coast University
 2018 - 2019
 PART IV: Sex Equity in Athletics**

Chart 1. Sex Equity in Athletics Update

Chart 1: Sex Equity in Athletics Update

Element	Assessment	Area for improvement? (mark if yes, and describe on form below)
1. Sports offerings	FGCU offers 15 intercollegiate sports: 6 for males (baseball, basketball, cross country, golf, soccer and tennis) and 9 for females (basketball, beach volleyball cross country, golf, soccer, softball, swimming and diving, tennis, and volleyball).	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Using the NCAA "first day of contest" standard, there were 112 (43.92 PERCENT) male and 143 (56.08 percent) female participants in intercollegiate athletics. This essentially mirrors the institution's 55.72 percent full-time female and 44.28 percent full-time male undergraduate populations according to the FGCU Office of Planning and Institutional Performance. Based on the above, the participation rates fit well within the Office of Civil Rights expected 1 percent threshold, as they are exactly the same.	
3. Availability of facilities, defined as locker room, practice, and competitive facilities	Men's and women's basketball have exclusive locker rooms in the same building as their practice/competition site (Alico Arena). Women's volleyball and beach volleyball's rosters are comprised primarily of student-athletes who play both. However, the trend is moving away from such and this has developed less lockers being available on an individual basis. 4 lockers were added to the current volleyball locker room in 2016 to house additional beach players. Also housed in Alico Arena are the men's and women's tennis locker rooms that are respectively shared with men's and women's cross country and also used as	

	<p>visiting team quarters. Baseball, softball and men's and women's soccer have exclusive locker rooms in the Outdoor Sports Complex, which is centrally located to all fields. The swimming and diving team has a private locker room located at the aquatics facility. Unfortunately, space per student-athlete is half of what is provided as a minimum to other teams. Beach volleyball occasionally practices at Estero Community Park, which is also their competition site, but most often utilizes the on-campus recreation sand courts, located adjacent to Alico Arena and their locker room. Each team has comparable locker rooms and facilities within each sport. All teams practice in the same facility in which they compete and all facilities are on campus (with the exception of golf, beach volleyball and cross country when they utilize Estero Community Park) so the availability of the facilities is excellent.</p>	
4. Scholarship offerings for athletes	<p>The male student-athletes received \$1,279,891 (36 percent) in athletic scholarships (includes waivers and other countable aid). The female student-athletes received \$2,239,539 (64 percent) in athletic scholarships, including waivers and other countable aid. Because female athletes are 56.08 percent of the total number of athletes, the scholarship designation should be more in line with this percentage. Although there is a disparity, there is little room for improvement because all six men's teams are at the NCAA maximum allowed athletics grant limits.</p>	
5. Funds allocated for:		
a) the athletic program as a whole	<p>A majority of the department's revenue is received through student fees; however, the department does a good deal of its own fundraising and currently provides 45.64 percent of its current budget from outside contributions (donations, ticket sales, corporate sales, and NCAA revenue distributions).</p>	
b) administration	<p>The administrative staff includes the Director of Athletics, the Senior Associate Athletic Director for Administration, the Senior Associate Athletic Director for Student-Athlete Services/SWA, the Associate Athletic Director for Advancement, the Associate Athletic Director for Marketing & Sales, the Associate Athletic Director for Facilities and Operations, the Associate Athletic Director for Communications, the Associate Athletic Director/Director of the Hartley Academic Resource</p>	

	Center, the Assistant Athletic Director for Compliance, the Assistant Athletic Director for Business Development, the Assistant Athletic Director for Health Performance, and the Assistant Athletic Director for Financial Operations. Funds are allocated for the administration to have professional development as well as travel costs to attend necessary conferences and meetings. Each administrator's oversight responsibilities are involved with all 15 sports programs.	
c) travel and per diem allowances	The state of Florida mandates a maximum daily per diem of \$36/day (\$6 for breakfast, \$11 for lunch and \$19 for dinner). Modes of transportation were fairly consistent across men's and women's teams. Almost all teams took chartered buses for trips within the state of Florida (except smaller teams such as golf and tennis who primarily took vans) and flights for trips outside the state. Both the men's and women's teams stay in moderately-priced hotels of similar quality.	
d) recruitment	Recruitment budgets for 2018-19 show \$89,175 (50.25 percent) allocated for the women's teams and \$88,275 (49.75 percent) allocated for the men's teams. Recruiting budgets are determined by the Director of Athletics, sport coordinators and the Assistant Athletic Director for Financial Operations based on the number of student-athletes each team needs to replace.	
e) comparable coaching	All teams are provided a full-time head coach with men's and women's cross country, as well as volleyball and beach volleyball, sharing a head coach. During the 2018-19 academic year, the women's teams were allocated 56.07 percent of the total coaching salary funds to compensate coaches in the athletics department.	
f) publicity and promotion	Funds for publicity and promotion are provided to the athletics communication's office and the marketing office. These two offices support all athletic teams and are responsible for separate team pages on our www.fgcuathletics.com website (rosters, bios, schedules, statistics, news, etc.). Programs for home events, posters, and schedule cards are just some of the printed and online publications that are produced. Game day promotions are provided as well in an equitable fashion.	

g) other support costs	Funds are provided for other support costs such as administrative, clerical, athletic training, strength & conditioning, academic advising services and compliance. All of these support services provide equivalent service to all sports teams.	
6. Provision of equipment and supplies	According to feedback from our annual student-athlete surveys and coaches through the Specific Sports Needs Evaluation, the men's and women's programs receive high quality equipment and supplies. Coaches receive an operating budget and purchase the necessary equipment and supplies for their team, in conjunction with the Head Equipment Manager. The amount and quality of equipment and supplies are determined by the individual coach, based on their preferences and budget. In 2009-10 a rotation system of replacing uniforms was implemented based on the condition and age of current uniforms. Also, thanks to the Men's Basketball team's "Sweet 16" appearance, FGCU was able to generate a first ever modest all-sport apparel deal with Nike in 2013-14 that was renewed in the summer of 2018. Likewise, starting with the 2015-16 budget, each team was allocated an additional \$200/student-athlete to assist with rising costs.	
7. Scheduling of games and practice times	NCAA Bylaws dictate the maximum number of contests and dates of competition for each sport, as well as the minimum contests and participant requirements for sports sponsorship. The number of conference games is determined by the ASUN Conference. (No such requirement exists for the swimming and diving team with the Coastal Collegiate Sports Association other than mandated participation at the annual end of season CCSA Championship meet.) Those sports that have their own facilities for practice and competition (softball, baseball, men's and women's cross country, men's and women's golf, swimming and diving, beach volleyball, and men's and women's tennis) select practice times that are most conducive to the student-athletes' class schedules. The coaches of those sports that share a facility (men's and women's soccer; volleyball and men's and women's basketball) meet each semester to decide on practice times once class schedules have been ascertained for their student-athletes. The Associate Athletic Director of Facilities and Operations coordinates these discussions. In	

	regards to game times, the most preferred slots (i.e., second game of a basketball doubleheader) are shared.	
8. Opportunities to receive tutoring	Tutoring, supplemental instruction and other academic assistance programs are equally available to all female and male student-athletes. The Department of Athletics joined with the Center for Academic Achievement in recent years to provide more opportunities for tutoring beyond what the Department of Athletics provides.	
9. Compensation of coaches and tutors	Compensation for tutors: Tutors are provided by the Department of Athletics to the student-athletes who request the assistance. They are paid \$9.00/hour; however, someone with a bachelor's degree or higher is paid \$18/hour. Further tutoring assistance is provided by the Center for Academic Achievement where tutors are compensated \$9/hour. Some tutors may earn community service hours through their tutoring service. Compensation for coaches: Rates of compensation are determined by a number of factors including experience and market conditions for the position. During the 2018-19 academic year, 56.07 percent of the total funds were allocated to compensate women's teams' coaches in the athletics department.	
10. Medical and training services	Each athletic team is assigned a certified/licensed athletic trainer whose responsibility includes providing basic medical attention to student-athletes and making referrals for urgent/emergency medical care. Some teams share an individual. However, all of these support services provide equivalent service to all sports teams.	
11. Housing and dining facilities and services	Male and female student-athletes are provided the same housing and dining facilities available in the same manner that they are to the general student body.	

Chart 2. Sex Equity in Athletics - Areas for Improvement

Areas for Improvement	Program for Improvement	Timetable
N/A		

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

Accommodation of Interest and Abilities

Substantial Proportionality

History and Practice of Expansion of Sports

PART V. EMPLOYMENT REPRESENTATION

The Florida Equity Report contains information on the achievement of appropriate representation of women and minorities in selected faculty and administrative employment categories. Tables 1-4 below include information relevant to that end.

Employment Representation

This section reviews the utilization of women and minorities, as applicable, in senior level administrative positions and by faculty rank and/or tenure status. FGCU currently does not offer new tenure track positions. Tenured faculty mentioned in the tables below refer only to those applicable faculty members who transferred from University of South Florida-Fort Myers to FGCU at its inception. Employment data is derived from the Integrated Postsecondary Education Data System (IPEDS), which is completed annually by each university. The 4 tables in this section provide data on the following:

- A. Category Representation- Tenured Instructional Faculty;
- B. Category Representation- Tenured-Track Instructional Faculty;
- C. Category Representation- Faculty not on Tenure Track Instructional or Faculty employed at a non-tenure granting University; and
- D. Category Representation- Management Occupations.

Table 1. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019					1		2			2	1	3
Number, Fall 2018					1		2			2	1	3
1YR Percentage Change					0%		0%			0%	0%	0%
Number, Fall 2014					1		7			4		8
5YR Percentage Change					0%		-71%			-50%		-63%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.</i>												
<i>IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.</i>												
<i>IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

As mentioned previously, FGCU does not currently use a tenure track system. There is a small percentage of tenured faculty that transferred during the University’s inception. Now that the University has been open for 23 years, there is a logical loss of original faculty members in the past 5 years due to attrition. Currently, there are a total of 3 tenured faculty members, of which, 2 are female. Of the 3 tenured faculty members, 2 are White and 1 is Hispanic.

Table 2. Category Representation – Tenure-Track Faculty

This category is not applicable to the University, as FGCU does not offer new tenure positions.

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

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	23	20	3	42	24		386	5		220	283	503
Number, Fall 2018	18	19	2	37	26		367	5		218	256	474
1YR Percentage Change	28%	5%	50%	14%	-8%		5%	0%		1%	11%	6%
Number, Fall 2014	16	15	2	28	26		350	2		196	243	439
5YR Percentage Change	44%	33%	50%	50%	-8%		10%	150%		12%	16%	15%
Area for improvement, compared with national standards? (Check if yes)												
<small>Source: IPEDS Fall Staff, IPEDS Human Resources Data.</small>												
<small>IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.</small>												
<small>IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</small>												

FGCU had a total of 503 non-tenure earning faculty members during the applicable time period. This number increased by 29 compared to the previous year, increasing by 27 males and 2 females. The female faculty makes up approximately 43 percent of the total non-tenured faculty members. The most significant changes were a 50 percent increase in persons identifying as American Indian/Alaska Native, and a 28 percent increase in persons identifying as Non-Resident Aliens. While this is a step in the right direction, only 4 percent of the non-tenured faculty are Black/African American, and only 5 percent identify as Hispanic.

The University works to continue increasing the diversity among faculty members. To assist with this regard, the OIEC, The Office of the General Counsel (OGC), and HR teamed up to present to Faculty and Dean search committees to ensure that all members understand the University's dedication to a diverse and equitable working and learning environment.

Table 4. Category Representation – Executive / Administrative / Managerial

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	3	22	1	12	17		249	4		166	142	308
Number, Fall 2018	1	25	1	10	21		219	2		153	126	279
1YR Percentage Change	200%	-12%	0%	20%	-19%		14%	100%		8%	13%	10%
Number, Fall 2014	1	12		5	17		199	2		127	109	236
5YR Percentage Change	200%	83%		140%	0%		25%	100%		31%	30%	31%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.</i>												
<i>IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.</i>												
<i>IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

In the reporting year, Executive, Administrative, and Managerial positions were represented by approximately 81 percent of people self-identified as White to include 21 new hires. This is a 2 percent increase compared to the previous year. There was a 200 percent increase to Non-Resident Aliens and a 100 percent increase to those identified as Two or More Races. While this is a step in the right direction, there is much room for improvement.

However, the University saw a decrease in Black/African American and Hispanic Executives, Administrators, and Managers respectively at 12 percent and 19 percent. As such, there is some room for improvement in the hiring and retention of Executive, Administrative, and Managerial Employees. To assist in this regard, the University’s HR Department has taken steps to increase minority representation in employment by increasing advertising to minority groups, consulting with the University’s OIEC on vacancy waiver positions to promote equity, and increasing investment in software to recruit from a wider and more diverse pool of national job sites.

Additionally, the HR Department continues to use **Localjobnetwork.com**, a web-based service that aids the University with its goal of increasing diversity in applicant pools while also ensuring compliance with applicable federal regulations. The service is a 12-month subscription that cross-post FGCU postings to local employment websites, local diversity websites, and the state job bank. It also aids the University’s diversity recruiting by featuring all postings on websites that have accessibility features to ensure job seekers with a disability can easily navigate and search for FGCU jobs.

Additionally, FGCU job postings are mailed daily through their Community and Diversity Outreach program connecting our jobs with active and passive job seekers. The community partners we seek to include are:

- Minorities
- Women
- People with disabilities
- Veterans
- Diversity organizations
- Universities and colleges
- Historically black colleges and universities
- State workforce agencies
- Construction/skilled trades
- Professional/technical groups
- Business professionals

In addition, the service helps with increasing our social media presence by way of Facebook, LinkedIn, Twitter, and YouTube. The University is committed to increasing diversity at all employment levels. The HR Department has also invested in software specifically geared towards individuals with disabilities and potential veteran applicants.

PART VI. AREAS OF IMPROVEMENT/ACHIEVEMENT 2018-2019

Academic Services, Programs, and Student Enrollment	
Areas of Improvement	Areas of Achievement
See Part III of this Report	See Executive Summary and Part III of this Report

Sex Equity in Athletics	
<i>Areas of Improvement</i>	<i>Areas of Achievement</i>
N/A	FGCU has consistently maintained substantial proportionality remaining in compliance with the Florida Educational Equity Act.

Employment	
<i>Areas of Improvement</i>	<i>Areas of Achievement</i>
<p>The University has committed itself to the active recruitment of minority individuals in all areas of employment which has resulted in an overall increase of women and minorities employees compared to previous years.</p> <p>However, most of these individuals are not in managerial or executive positions, as nearly 81 percent of the population continues to be White. This went up 2 percent from the previous year. As 78 percent of the faculty is white, there is a need for more women and minorities in top ranking positions. Out of 29 new faculty hires in the applicable time period, 27 of them were men. Additionally, the University faculty</p>	<p>FGCU continues to increase its numbers of Non-Resident Alien, Black, Asian and American Indian/Alaska Native faculty members. FGCU saw a 200 percent increase of Non-Resident Aliens and a 100 percent increase of those identified as Two or More Races in roles of Executives, Administrators, and Managers.</p>

<p>is not representative of our student body. For example, Hispanic students represent around 20 percent of enrolled students, however, only 5 percent of our faculty are Hispanic. To best serve traditionally underserved communities, the University is working harder to create representation within its employment structure.</p>	
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**PART VII. PROTECTED CLASS REPRESENTATION IN THE PROMOTION
PROCESS**

The Florida Equity Report contains information on the representation of women and minorities in the faculty promotion process. The table below includes information relevant to that end.

Table 1. Protected-Class Representation in the Promotion Process

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	3	1			2
Black or African American	1				1
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	17	4	1		12
Other, Not Reported					
Total Male (Include Other, Not Reported)	21	5	1		15
FEMALES					
American Indian or Alaskan Native					
Asian	3				3
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	21	3	4		14
Other, Not Reported					
Total Female (Number and Percent) (Include Other, Not Reported)	24	3	4		17
GRAND TOTAL	45	8	5		32
LEGEND:					
APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).					
WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.					
DENIED: Faculty for whom tenure was denied during the review process.					
NOMINATED: Faculty for whom tenure is being recommended by the University					

The University promoted about 71 percent of the applicants over the course of the 2018-2019 school year. Unlike previous years, females made up the majority of total applicants with 24 out of 45. Females were promoted at a slightly higher level than men; 71 percent of the females who completed their application were promoted. Of all minority females who completed the application process, 100 percent were promoted.

PART VIII. FACULTY PROMOTION AND COMMITTEE COMPOSITION

The Florida Equity Report contains information on the representation of women and minority representation on the Faculty Promotion Committee. The Table below includes information relevant to that end.

Table 1. Promotion Committee Composition

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 Arts and Sciences	2				2								6	3			10	3
College of Business	1								1	1	4						6	1
College of Education					1								2	2			3	2
College of Health and Human Services										1			2	2			2	3
College of Engineering					1				2				2				5	0
Library Services																	0	0

The Promotion Committees have a higher percentage of diverse participants than the overall faculty representation at FGCU, with 46 percent of the committee members identified as non-white, compared to the overall faculty representation of 23 percent racial and ethnic minorities. This is, of course, due to the smaller number of participants within promotion committees, and does not accurately reflect the lack of representation among all the ethnic and racial minorities at FGCU. For example, there are only Black males, Asian males, Hispanic males and females, leaving out many other ethnic and minority groups.

PART IX. OTHER

Budget Allocation, President and Executive Leadership

Part IX

Budget Plan (see also Executive Summary)

- The University, firm in its commitment to equity and diversity, continues to allocate the necessary funding in order to attract, recruit, and maintain a diverse student population and employee workforce.
- The University, through the Office of the President, has allocated funding for the Diversity and Inclusion Committee, along with other offices, to continue to host events and training sessions on campus for students and employees in support of equity. The Committee has been successful in managing and coordinating the Diversity and Inclusion Certificate Program for Faculty, Staff, and Students.
- The University continues to invest in training (both in person and online) for faculty, staff, and students on the protections and prohibitions of the Act and applicable federal and state law.
- The University has also invested in additional personnel in the OIEC to better serve the University with respect to equity, diversity, and inclusion.

President and Top Administrators

- The University's commitment to equity and diversity starts with its top level executives, led by the President.
- The University continues to assess Diversity and Inclusion as a metric on annual employee evaluations for every employee throughout the University including top-level administrators.
- The OIEC currently reports directly to the President for the purpose of assisting the University in its ongoing quest to provide a working and learning environment free from discrimination and harassment.
- The President's Cabinet has been integral in maintaining a high level of achievement within the University with respect to creating and fostering a working and learning environment that encourages equity and diversity.
- Several members of the President's Cabinet have attended trainings and events hosted by the OIEC on a myriad of topics including disability discrimination and sexual harassment. They have also encouraged their employees to attend events.
- All members of the University's Cabinet have played an active role in the recruitment of a more robust and diverse applicant pool by consulting with Human Resources and the OIEC for waiver applications and nationwide position advertising.

FGCU EQUITY REPORT COMMITTEE

This report was drafted by:

Office of Institutional Equity and Compliance

Precious G. Gunter, Director of Equity, Ethics, and Compliance and Title IX Coordinator

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Emily Nanna, Investigator II and Deputy Title IX Coordinator

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Our special thanks to the President, Executive Leadership, and all of the Departments that provided information included in this Report.

ATTACHMENT 1

	Florida Gulf Coast University Policy Manual	Policy: 1.006
	Non-Discrimination, Anti-Harassment, and Sexual Misconduct	Responsible Office: Office of Institutional Equity and Compliance

A. POLICY STATEMENT

1. Florida Gulf Coast University (University) is committed to maintaining a respectful, fair educational and work environment, free from discrimination or harassment. The goal of the University is to prevent discrimination or harassment from occurring and to provide a means of raising and resolving complaints promptly and effectively. The University does not discriminate on the basis of race, color, religion, age, disability, sex, national origin, marital status, genetic predisposition, sexual orientation, gender identity/gender expression, or veteran status as required by applicable state and federal law, as well as University regulations and policies. Therefore, members of the University community have the right to file complaints of discrimination, harassment, and sexual misconduct. Complaint investigations will be conducted in a fair, respectful, and consistent manner. The University strictly prohibits and will not tolerate retaliation against any individual due to their participation in this process or any other protected activity. A claim of retaliation shall be treated as a separate allegation of discrimination. If the University discovers discrimination or harassment, the University will take affirmative steps to eliminate the discrimination or harassment, remedy its effects, and prevent its recurrence.
2. The informal and formal procedures set forth below are intended to afford a prompt response to charges of discrimination, harassment, sexual misconduct, intimate partner violence, and stalking. The provisions herein are also established to maintain confidentiality and fairness consistent with applicable legal requirements.

B. REASON FOR POLICY

This Policy provides procedures whereby members of the University community, including employees, students, and third party vendors, may file complaints of alleged discrimination, harassment, sexual misconduct, and retaliation. This policy further outlines the procedures used to investigate such complaints pursuant to FGCU-PR1.003, Non-Discrimination, Anti-Harassment, and Sexual Misconduct Regulation and in compliance with applicable federal, state, and local laws, as well as lawful orders and University regulations.

Note: While this Policy also addresses investigations of sexual misconduct covered by Title IX, students involved in such investigations may also be interviewed by the Office of Student Conduct within the Division of Student Affairs. Additionally, the Student Code of Conduct will also be applied to students involved in allegations of violations of this policy and its related regulation.

C. APPLICABILITY AND/OR ACCOUNTABILITY

This Policy is applicable to out-of-unit faculty, staff, students, vendors, contractors, guests, patrons, and other third parties participating in any FGCU-sponsored event or program. As for in-unit faculty covered by a collective bargaining agreement, and consistent with Article 6.2 C., investigations based on allegations of discrimination, harassment, or sexual misconduct will proceed consistent with Section V, Paragraph D of this Policy.

D. DEFINITION OF TERMS

1. *Complainant(s)*: A person or persons alleging violations of FGCU-PR1.003, which includes allegations of violation(s) of Title IX of the Education Amendments Act of 1972 (Title IX).
2. *Complaint*: Allegations of a violation(s) of University Regulation, FGCU-PR1.003.
3. *Consent*: The mutual assent by words or actions to engage in a particular sexual activity that must be made voluntarily and competently by all parties.
 - a. In order for consent to be given voluntarily, it must be free from threat, force, intimidation, extortion, and/or undue influence.
 - b. In order for consent to be given competently, both parties must have the capacity to consent. If one of the parties is incapacitated due to, among other things, drug or alcohol use, then that person lacks the necessary capacity, and thus the competency required to consent.
4. *Days*: Calendar days. University holidays (i.e., days when the University is closed) are excluded from the computation of time. If the time ends on a Saturday or Sunday, the deadline is extended to the following University business day.
5. *Decision Maker*: The President, Vice President, President's Direct Report or their designee(s) in the Respondent's chain of command, or Dean of Students, where applicable.
6. *Deputy Title IX Coordinator(s)*: A University employee designated to assist in the administration of the responsibilities related to Title IX matters.
7. *Discrimination*: The intentional or unintentional treatment of any member of the University community less favorably than those who are similarly situated based upon race, color, religion, age, disability, sex, national origin, marital status, genetic predisposition, sexual orientation, gender identity/gender expression, and/or veteran status.

8. *Harassment*: Unwelcome conduct, including electronic and written communication, that is based upon race, color, religion, age, disability, sex, national origin, marital status, genetic predisposition, sexual orientation, gender identity/gender expression, and/or veteran status. Harassment is further defined as behavior so severe, pervasive, or persistent that it limits a student's ability to participate in or benefit from an educational program, undermines the responsibilities of the employee, and/or creates a hostile working or learning environment.
9. *Intimate Partner*: Persons who are or who have been dating, cohabitating, married, separated, or divorced, and may be of the same or opposite sex.
10. *Intimate Partner Violence (Also known as "dating violence" or "domestic violence")*: The use of physical violence, force, threats, intimidation, isolation, stalking, or other forms of emotional, sexual, or economic abuse directed towards an Intimate Partner. This can take the form of behavior(s) that intimidates, manipulates, humiliates, isolates, frightens, terrorizes, forces, threatens, blames, hurts, injures, or wounds someone. Intimate Partner Violence can be a single act or a pattern of behavior in relationships.
11. *Investigative Report*: The report created by the Investigator which includes: a summary of the complaint; description of the investigation, to include names of persons interviewed with dates, list of documents reviewed, and findings to include whether or not the allegation(s), more likely than not, took place; and, if at issue, whether the complaint was frivolous, knowingly false, malicious or retaliatory. Certain information may be redacted in accordance with applicable law.
12. *Investigator*: OIEC Director, or trained person designated as an Investigator by the OIEC Director or the Vice President and General Counsel, who conducts a fact-finding inquiry (investigation) and writes an Investigative Report.
13. *OIEC*: Office of Institutional Equity and Compliance.
14. *OIEC Director*: University employee responsible for the administration of this Policy and its corresponding Regulation, which includes compliance with Title IX.
15. *Protected Activity*: Activity which is protected by federal or state law or regulation, and includes but is not limited to participation in a University investigation, the filing of a complaint in good faith, filing a claim for worker's compensation, taking FMLA leave, or any of the federally protected activities delineated in 18 U.S.C. § 245.
16. *Respondent(s)*: A person or persons whose conduct is the subject of a complaint under FGCU-PR1.003.
17. *Responsible Employee*: An employee who has the authority to take action to redress the alleged misconduct, who has the duty to report the alleged misconduct to appropriate

University officials, or an individual who would reasonably be believed to have the authority or responsibility to redress or report the alleged misconduct.

18. *Retaliation*: When an officer, agent, employee, student, contractor, vendor, or other third party takes an **adverse action** against an individual for his or her participation in Protected Activity. This includes but is not limited to action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, or sexual misconduct. Retaliation includes intimidating, threatening, coercing, or in any way discriminating against an individual because of the individual's complaint or participation in Protected Activity. For purposes of this policy as it relates to Retaliation based on Protected Activity, examples of adverse action include: firing, denial of a promotion, lowering a grade, unjustified negative performance evaluations and reports, increased supervision or scrutiny, sudden enforcement of previously unenforced policies, exclusion from activities or privileges open to others, or any other action that would deter a reasonable person in the same circumstances from filing a complaint or engaging in Protected Activity.
19. *Sexual Harassment*: Unwelcome conduct of a sexual nature including unwelcome sexual attention, which includes requests for sexual favors, and other verbal or physical conduct of a sexual nature from any person that is so severe, pervasive, or persistent that it limits a student's ability to participate in or benefit from an educational program, undermines the responsibilities of the employee, and/or creates a hostile working or learning environment. Sexual violence is a form of sexual harassment.
20. *Sexual Misconduct*:
 - a. An actual or attempted act of rape, sexual assault, sexual battery, sexual exploitation and other forms of non-consensual sexual activity.
 - b. Sexual exploitation is an act that exploits someone sexually. Examples of sexual exploitation include, but are not limited to:
 - 1) Exposing one's own or another person's intimate parts without consent;
 - 2) Recording video or audio, photographing, or transmitting intimate or sexual utterances, sounds, or images without consent of all parties involved;
 - 3) Allowing others to view sexual acts (whether in person or via a video camera or other recording device) without the consent of all parties involved; or
 - 4) Engaging in any form of voyeurism.
21. *Stalking*: The repeated following, harassing, threatening, or intimidating of another by any action, including but not limited to use of telephone, mail, electronic communication,

social media, or any other device or method that purposely or knowingly causes substantial emotional distress or reasonable fear of bodily injury or death.

22. *Title IX Coordinator*: The University employee responsible for administering a Title IX related centralized complaint filing process which includes investigating complaints of gender inequity and/or sexual misconduct as defined in FGCU-PR1.003, analyzing trends, and monitoring overall compliance with this policy as it relates to Title IX compliance and related federal, state or local legislation and regulations. The OIEC Director also serves as the Title IX Coordinator. The definition also encompasses a Deputy Title IX Coordinator.
23. *University*: Florida Gulf Coast University (FGCU).
24. *Vendor or Contractor*: Individual or business entity in a contractual relationship with the University, but not an employee.

E. PROCEDURES

1. Filing a Complaint

- a. An individual alleging an action covered under this policy may file a complaint with the OIEC Director by informing him or her of the alleged wrongdoing. Generally, allegations should be raised within ninety (90) days of the last act of alleged Discrimination or Harassment, or within ninety (90) days from becoming aware of the alleged act, unless the Complaint alleges sexual misconduct. A Complainant completes a Complaint Form made available by the OIEC.
- b. A Complaint may also be initiated by referral from the Division of Student Affairs, any other Responsible Employee, as well as by filing a complaint through the Florida Gulf Coast University EthicsPoint Hotline.
- c. The absence of a completed Complaint form does not negate initiation of an investigation.
- d. Any necessary correspondence will be provided to the Complainant and Respondent at the address designated by the Complainant and Respondent during the Complaint procedure. Notwithstanding, the parties may also utilize additional methods of communication, including electronic communication. If a mailing address or an email address is not provided, the OIEC Director may use an address on file with the University, or the best address available.
- e. At any time throughout the process, the OIEC Director may grant the Complainant, Respondent, Investigator, or Decision Maker an extension as is reasonably necessary, and will communicate any extensions in writing to the parties. This provision is not intended to conflict with the Student Code of Conduct.

2. Informal Procedure

- a. Informal resolution of a Complaint may be sought when the parties desire to resolve the situation cooperatively. Notwithstanding, allegations of sexual assault will not be resolved informally or be the subject of an alternative method of dispute resolution.
- b. Before pursuing the formal procedure a Complainant may seek informal resolution through the OIEC Director by making a written request for informal resolution to the Complaint.
- c. If the Complainant has utilized the informal procedure but the matter has not been informally resolved within thirty (30) days of its submission to the OIEC Director, the Complainant must communicate to the OIEC Director whether or not he or she wishes to proceed with the formal procedure.
- d. The Complainant has fourteen (14) days from the date of the communication from the OIEC Director that the informal procedure has concluded without resolution, to notify the OIEC Director of his or her decision to move forward with the formal procedure. Failure to communicate with the OIEC Director may result in no further action by the University and the closure of the Informal Resolution request. However, if circumstances warrant investigation into the matter, the OIEC Director or Investigator may proceed with an investigation.
- e. If a Complainant believes that a Complaint cannot be resolved utilizing alternative dispute resolution, a Complainant may forego the informal procedure and go directly to the formal procedure.

3. Formal Procedure

- a. After the Complainant notifies the OIEC Director that he or she wishes to proceed to the formal procedure, the Complainant should complete the Complaint Form and submit it to the OIEC Director who will initiate an investigation.
- b.
 - 1) The formal procedure cannot be utilized when a Complainant fails to make allegations, which constitute a violation of FGCU-PR1.003. When a Complainant fails to allege sufficient facts to indicate a violation may have occurred, such Complaint shall be dismissed in writing by the OIEC Director and the dismissal shall be sent to the Complainant via a form of verifiable delivery, which may include hand delivery. A dismissal for failure to allege sufficient facts to substantiate a violation of the FGCU-PR1.003 is the final University decision, unless additional facts are submitted sufficient to indicate a violation may have occurred.
 - 2) A final University action under this policy involving a Student Respondent will come from the Division of Student Affairs.

- c. Notwithstanding the provisions of the formal procedure, all allegations of violations of Title IX will be investigated to the extent an investigation is possible.

4. Investigation

- a. The OIEC Director or the Vice President and General Counsel investigates, or assigns a trained Investigator to initiate an investigation.
- b. An Investigator will complete the investigation as promptly as possible, but no later than sixty (60) days from the date of receipt of the Formal Complaint unless there are extenuating circumstances. In such a case, notice, along with reasons for the extension, shall be provided to the parties with the amount of time the investigation shall be extended.
- c. In the case of investigations of allegations of Sexual Misconduct, the OIEC Director, as Title IX Coordinator, will coordinate his or her investigation with the appropriate University departments involved to ensure the Complainant is interviewed in a collaborative manner.
- d. In the event that a complaint of Discrimination or Harassment is filed against the OIEC, an investigation will be conducted by an Investigator external to the University.
- e. When an external third party is the named Complainant or Respondent, the OIEC Director shall consult with the appropriate University department concerning the investigation. In such cases, the Decision Maker shall be the President, appropriate Vice President, or designee.
- f.
 - 1) Upon receiving a report under this Policy from the Complainant, the Investigator assigned to address the allegations notifies the Respondent that a Complaint has been filed against him or her and informs him or her of the nature of the Complaint. The Investigator shall explain to both the Complainant and the Respondent the informal and formal procedures, including a description of the process, the relevant avenues of redress, and provide them with a copy of this Policy.
 - 2) The OIEC Director shall confer with the appropriate University officials to ensure that, if warranted, interim measures are pursued to protect both parties pending completion of the matter.
- g. The Respondent will be afforded an opportunity to provide a response to the allegations. Moreover, both parties will have the opportunity to present witnesses and other evidence for consideration.

- h. All persons involved with the investigation are cautioned that retaliation is strictly prohibited. It is imperative that matters discussed during the investigation are kept confidential in order that the fact-finding nature of the investigation is in no way hindered or impaired. Investigations encompass, but are not limited to, witness interviews, the gathering of documentation and other evidence, as well as other investigative techniques deemed appropriate by the Investigator. All members of the University community are expected to cooperate with an investigation. Failure to do so could result in disciplinary action. This provision is not intended to conflict with any provision of Title IX or other applicable federal and state law(s).
- i. Any person interviewed by an Investigator as part of an investigation will be permitted to be accompanied by legal counsel, a union representative, or a support person, if so desired. However, such person's role shall be limited to observation, support, or advice; such support person shall not represent or speak on behalf of the person to whom they are providing support or advice.
- j. An investigation is considered concluded when the Investigator provides an Investigative Report to the appropriate Decision Maker with a determination of whether the allegation(s), more likely than not, occurred.
- k. A summary of the Investigative Report, including the general basis for the Complaint and the determination, shall be provided to the Complainant and the Respondent.

5. Investigative Report, Determination, and Disciplinary Action

- a. Once the Investigative Report has been completed, a copy will be provided to the Decision Maker for a determination as to what, if any, disciplinary action will be imposed. At the same time, or soon thereafter, the Investigative Report, or summary report, will be released to the Complainant and Respondent via certified mail, return receipt requested, hand-delivery (with proof delivery), or any other verifiable method of delivery, including electronic mail.
- b. A determination by the Decision Maker as to disciplinary action, if any, will occur within 14 days of the delivery of the Investigative Report, unless the Respondent is covered under a collective bargaining agreement or the Student Code of Conduct. Under those circumstances, the relevant documents will control the imposition of the disciplinary action, if any. If warranted, an extension of time is permitted to reach a determination as to disciplinary action.
 - 1) The Decision Maker will implement disciplinary action as soon as reasonably practicable, when in his or her judgment it is appropriate. Moreover, the Decision Maker will attempt to take whatever steps are within his or her control to prevent the recurrence of the offending behavior and to correct its discriminatory effects on the Complainant and others, if appropriate.

- 2) The Respondent and the Complainant may, if appropriate, be informed of the disciplinary action to be imposed.
 - 3) Any discipline to be imposed shall be determined in accordance with the Student Code of Conduct (FGCU PR-4.002) where the Respondent is a student; Disciplinary Actions (FGCU-PR5.016) and related policies where the Respondent is an employee; and a collective bargaining agreement where the Respondent is an in-unit Faculty.
6. Request for Reconsideration
- a. A person may request reconsideration of the findings made by the Investigator within seven (7) calendar days of receiving the investigative findings. A request for reconsideration of the findings can be made to the Office of the General Counsel.
 - b. The reconsideration request must be based on one of the following:
 - 1) There is new evidence that was not available at the time of the investigation that should be considered; or
 - 2) The Investigator did not consider all information that was available during the investigation (e.g. did not interview a key witness, did not consider applicable documentation, etc.).
 - c. Within seven (7) calendar days of receipt of a request for reconsideration, the General Counsel, or designee, will make one of the following determinations:
 - 1) The investigation should be remanded to the Investigator for further consideration of the evidence; or
 - 2) The requestor has not presented information that warrants a review of the investigative findings and thus the investigative findings are final.
 - d. The determination as to the request for reconsideration is not a substantive review of the investigation; rather, the reconsideration process is in place to ensure that each party to the investigation is provided full due process.

F. MISCELLANEOUS PROVISIONS

1. After an incident of Sexual Misconduct, Intimate Partner Violence, or Stalking, the individual should consider seeking medical attention and law enforcement assistance as soon as possible. In circumstances of sexual assault, health care providers can treat injuries and take steps to address concerns of pregnancy or sexually transmitted disease. Although the University strongly encourages all members of its community to report such

violations of this Policy to law enforcement, it is the affected individual's choice whether or not to make such a report.

2. As time passes, evidence may dissipate or become lost or unavailable, thereby making investigation, possible prosecution, disciplinary proceedings, or obtaining protection from abuse through the use of a protective order related to the incident, more difficult. If an individual suffering from an incident covered by this Policy chooses not to make a complaint regarding the incident, he or she nevertheless should consider speaking with the University Police Department or other law enforcement agencies to preserve evidence in the event the individual reconsiders the decision not to make a Complaint.
3. Regardless of whether criminal charges are filed, allegations under this policy may also be heard through the Student Code of Conduct Regulation (FGCU-PR4.002) where a student is the accused.
4. The Director of the OIEC is the custodian of filed records associated with the investigation of complaints under FGCU-PR1.003.
5. The University may utilize the procedure articulated in this Policy to address investigations in general. If this process is used for an investigation involving something other than discrimination, harassment, or sexual misconduct, the processes may be modified, to some extent, on a case by case basis. Additionally, the time frames for actions may be modified and extended as warranted.

G. RESOURCES

1. The University will provide resources to support persons who have made allegations of Sexual Assault, Intimate Partner Violence or Stalking. Regardless of whether a person who reports such allegations elects to pursue a criminal complaint, the University will assist persons alleging Sexual Misconduct, Intimate Partner Violence, and Stalking. To the extent cooperation and consent are provided, University offices, including the University Police Department (UPD), Counseling and Psychological Services (CAPS), the Student Health Services (SHS), and the Case Manager for Student Affairs will work cooperatively to ensure that the Complainant's health, physical safety, academic status, and employment status are protected, pending the outcome of a formal university investigation of the allegations. For example, if reasonably available and as applicable, a Complainant may be offered changes to his or her work environment, academic schedule or university-provided housing, in addition to counseling, health services and assistance in notifying appropriate local law enforcement.
2. a. If requested, within CAPS and SHS, resources are available to provide support to students. Additionally, the Case Manager in Student Affairs can coordinate assistance and support related to a student's physical and mental health, personal safety, and academic status. For its employees, the University offers assistance through the

Employee Assistance Program. Also, protection from abuse through the use of protective orders may be available through the court system.

- b. The Office of the Dean of Students offers assistance in navigating the conduct process to accused and/or charged Students.
- c. Other resources available related to Sexual Misconduct, Intimate Partner Violence, or Stalking include:
 - 1) Abuse, Counseling and Treatment of Fort Myers: <http://www.actabuse.com/>
 - 2) Assault and Rape Information, Support and Education (ARISE): <http://www.fgcu.edu/arise/>
 - 3) Congreso (multiservice organization focused on Latino Communities): <http://www.congreso.net/site/>
 - 4) Department of Justice: <http://www.justice.gov/ovw/sexual-assault>
 - 5) Florida Coalition Against Domestic Violence: <http://www.fcadv.org/>
 - 6) Florida Counsel Against Sexual Violence: <http://www.fcasv.org/>
 - 7) Project Help of Naples: <http://projecthelpnaples.org/>

Related Information

FGCU-PR1.003, Non-Discrimination, Anti-Harassment, and Sexual Misconduct

FGCU-PR4.002, Student Code of Conduct and Student Conduct Review Process

FGCU-PR5.016, Disciplinary Actions

FGCU-PR5.020, Grievance Regulation

FGCU Policy 1.007, Consensual Relationship Policy and Procedure

Authority

42 USC §§ 2000e-17 et. seq., 42 USC § 2000d, 42 USC §1681 et. seq., 29 USC §701 et. seq., §760.01 et. seq., Florida Statutes

Board of Governors Regulation 1.001

Board of Governors Regulation 2.003

History of Policy

New 1/20/09; Amended 02/12/10, 01/27/15, 07/28/15, 12/19/16, 06/30/19 (format only)

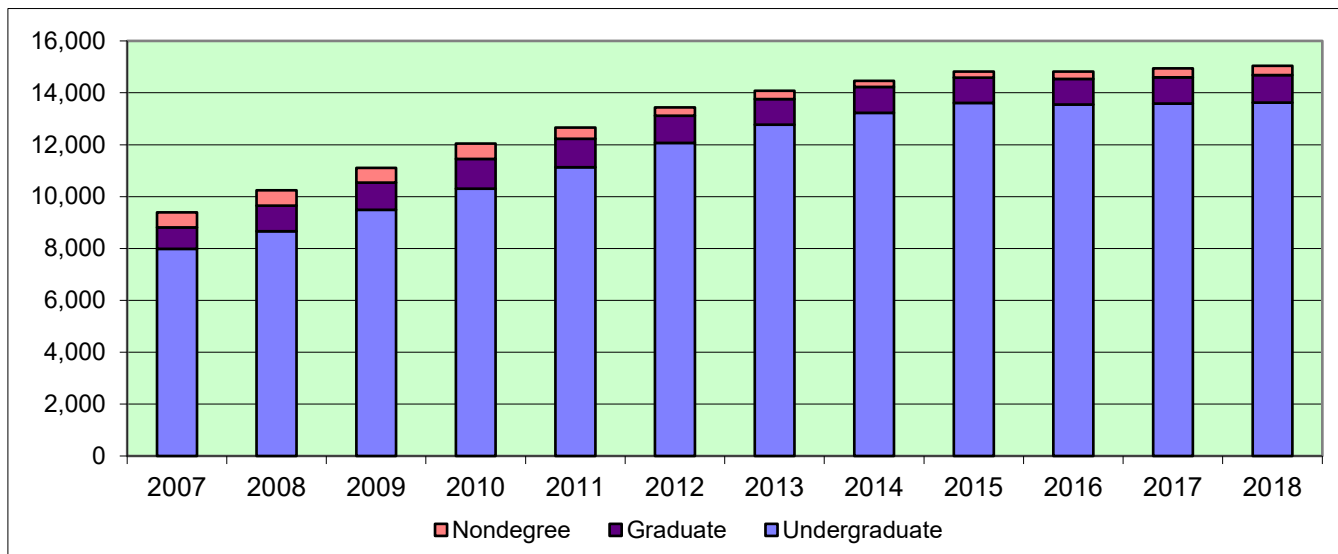
APPROVED

*/s/Wilson G. Bradshaw
Wilson G. Bradshaw, President

December 19, 2016
Date

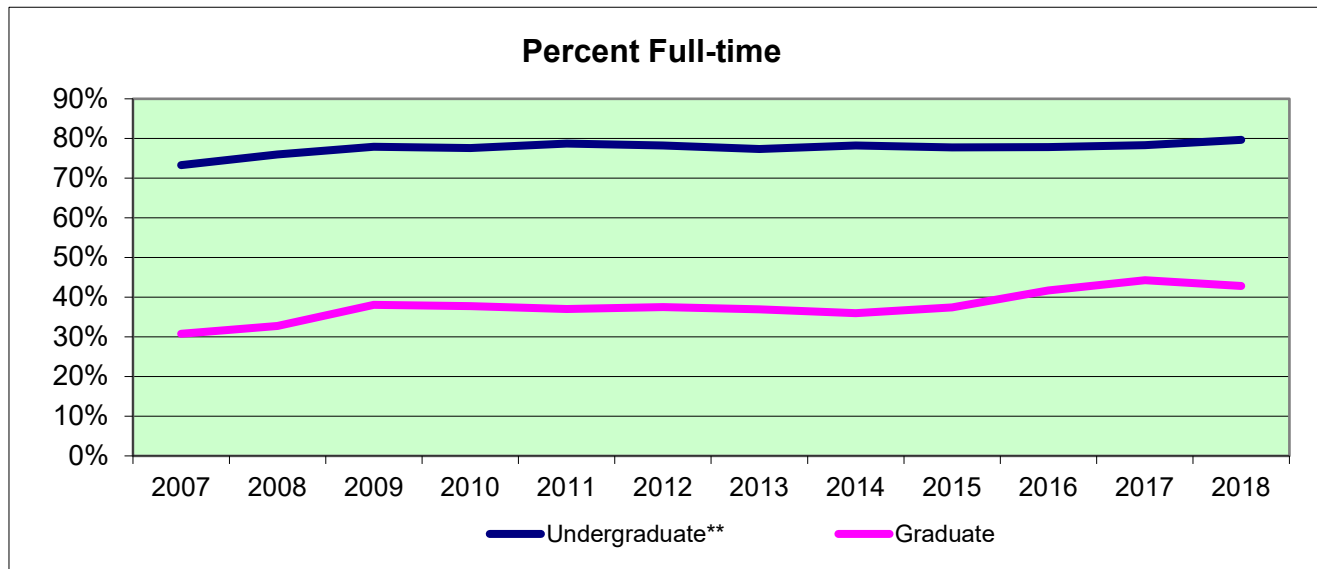
ATTACHMENT 2

Table 1.1 - Headcount Enrolled by Class, Fall Terms



Fall Term	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Undergraduate	7,986	8,659	9,486	10,303	11,134	12,064	12,775	13,226	13,604	13,544	13,582	13,624
Graduate	822	986	1,047	1,153	1,089	1,048	987	997	980	986	1,014	1,060
Nondegree	580	593	572	582	432	330	312	240	240	291	347	362
Total	9,388	10,238	11,105	12,038	12,655	13,442	14,074	14,463	14,824	14,821	14,943	15,046

Table 1.2 - Full-time Attendance by Level, Fall Terms

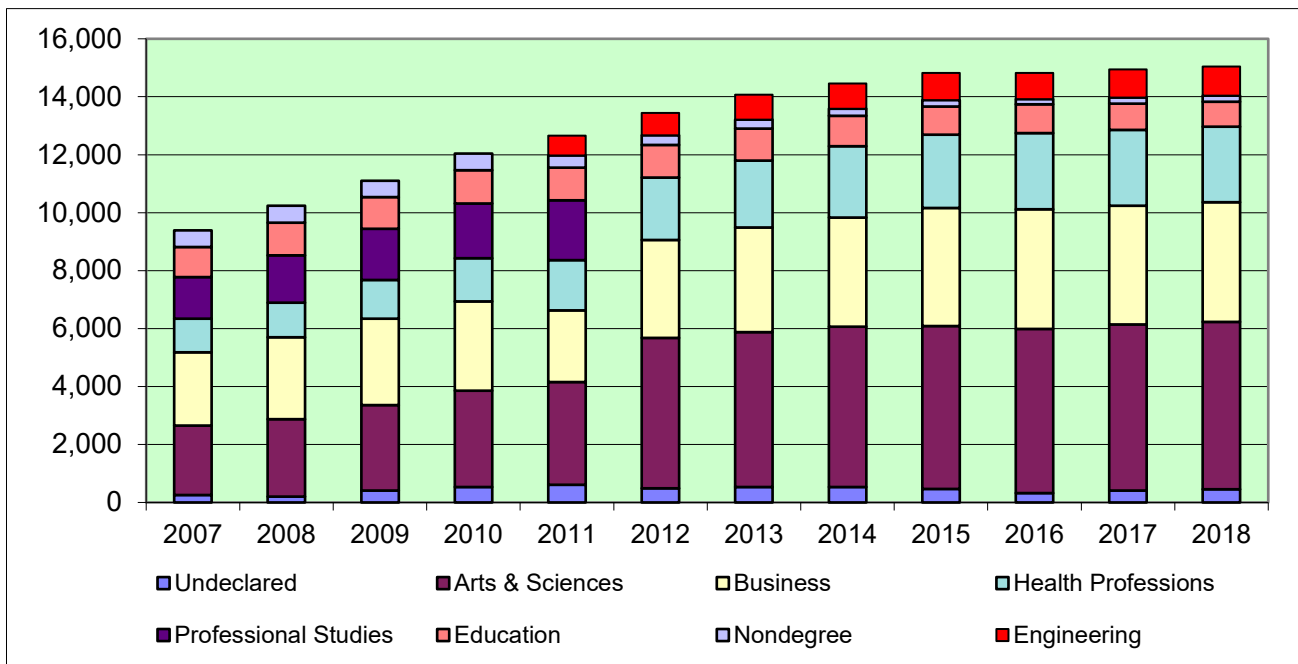


Undergraduate**	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Full-time	6,278	7,027	7,838	8,443	9,101	9,694	10,124	10,540	10,764	10,773	10,905	11,141
Part-time	2,288	2,225	2,220	2,442	2,465	2,700	2,963	2,926	3,080	3,062	3,024	2,845
% Full-time	73%	76%	78%	78%	79%	78%	77%	78%	78%	78%	78%	80%
Graduate	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Full-time	253	323	399	435	403	393	365	359	367	411	449	454
Part-time	569	663	648	718	686	655	622	638	613	575	565	606
% Full-time	31%	33%	38%	38%	37%	38%	37%	36%	37%	42%	44%	43%

**Undergraduate includes Non-degree seeking students

Source: BOG Student Data Course Files.

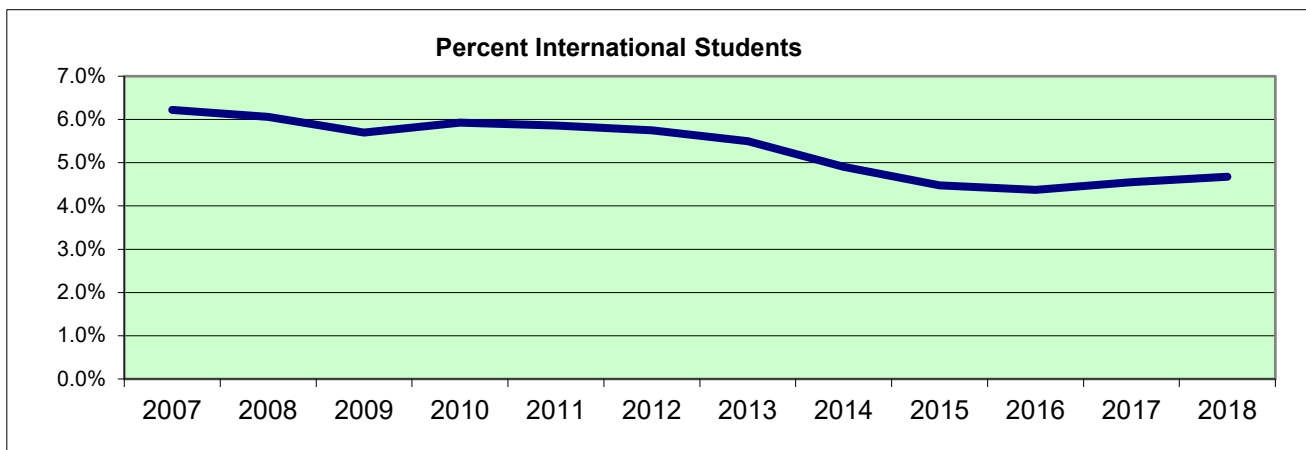
Table 1.3 - Headcount Enrolled by College, Fall Terms



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Undeclared	258	198	408	538	606	485	534	536	472	320	410	453
Arts & Sciences	2,395	2,672	2,949	3,324	3,549	5,192	5,349	5,533	5,612	5,668	5,728	5,783
Business	2,533	2,827	2,989	3,072	2,473	3,379	3,611	3,760	4,080	4,131	4,107	4,125
Engineering						678	774	859	878	942	900	976
Health Professions	1,154	1,197	1,335	1,490	1,729	2,153	2,301	2,469	2,524	2,632	2,611	2,603
Professional Studies	1,436	1,637	1,764	1,898	2,070							
Education	1,035	1,120	1,095	1,146	1,122	1,133	1,110	1,047	971	984	905	862
Nondegree	577	587	565	570	428	326	310	240	223	186	206	209
Total	9,388	10,238	11,105	12,038	12,655	13,442	14,074	14,463	14,824	14,821	14,943	15,046

Note: College realignment effective fall 2012.

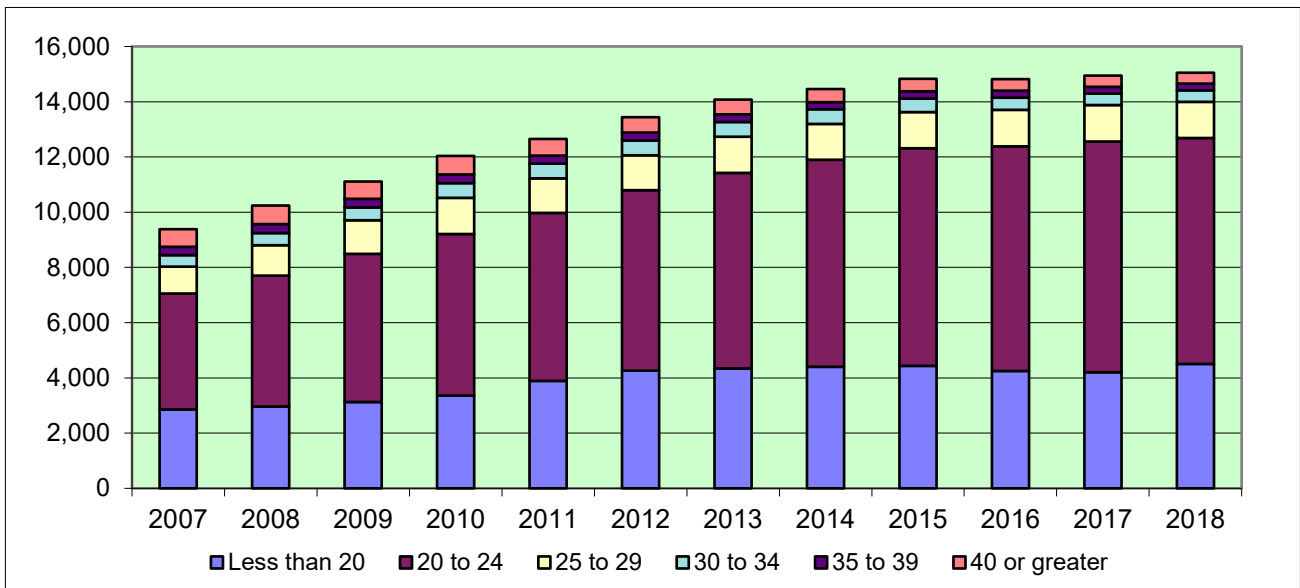
Table 1.4 - Headcount Enrolled International Students, Fall Terms



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
International	584	620	633	713	742	773	774	709	664	648	680	704
% International	6.2%	6.1%	5.7%	5.9%	5.9%	5.8%	5.5%	4.9%	4.5%	4.4%	4.6%	4.7%
US Citizens	8,804	9,618	10,472	11,325	11,913	12,669	13,300	13,754	14,160	14,173	14,263	14,342
Total	9,388	10,238	11,105	12,038	12,655	13,442	14,074	14,463	14,824	14,821	14,943	15,046

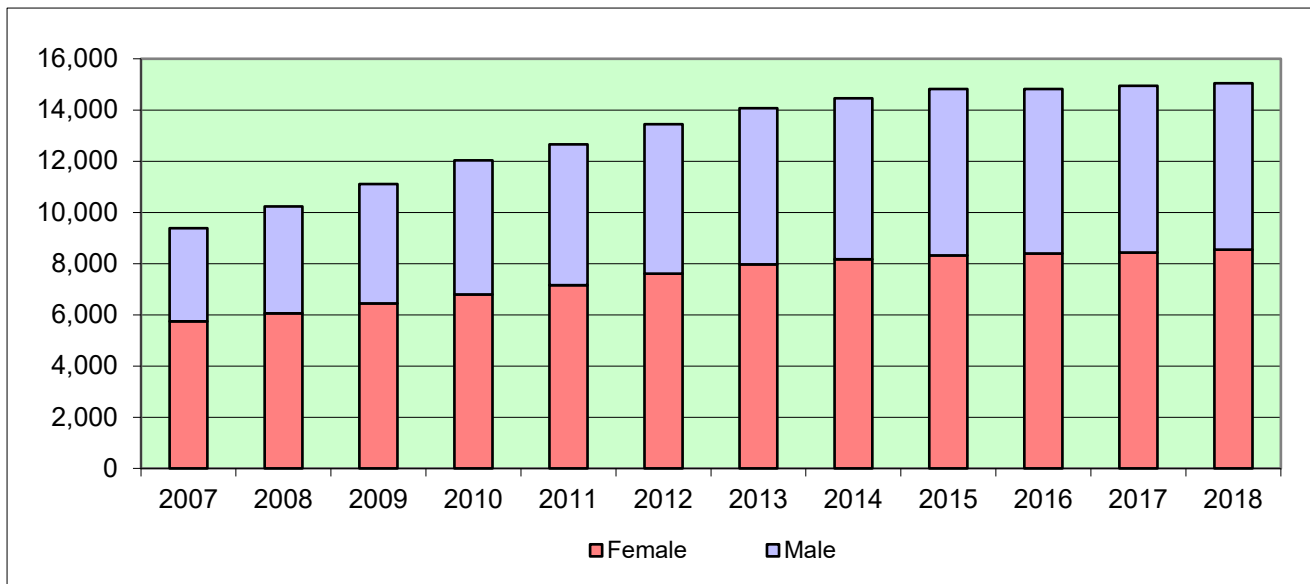
Source: BOG Student Data Course Files.

Table 1.5 - Headcount Enrolled by Age, Fall Terms



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Less than 20	2,854	2,962	3,126	3,354	3,888	4,264	4,342	4,402	4,434	4,251	4,199	4,501
20 to 24	4,201	4,737	5,363	5,852	6,080	6,537	7,079	7,500	7,881	8,134	8,353	8,179
25 to 29	976	1,110	1,217	1,314	1,262	1,253	1,308	1,295	1,314	1,318	1,328	1,311
30 to 34	409	429	463	533	529	544	537	531	486	443	420	425
35 to 39	301	326	314	312	284	280	279	257	257	256	236	235
40 or greater	647	674	622	673	612	564	529	478	452	419	407	395
Total	9,388	10,238	11,105	12,038	12,655	13,442	14,074	14,463	14,824	14,821	14,943	15,046

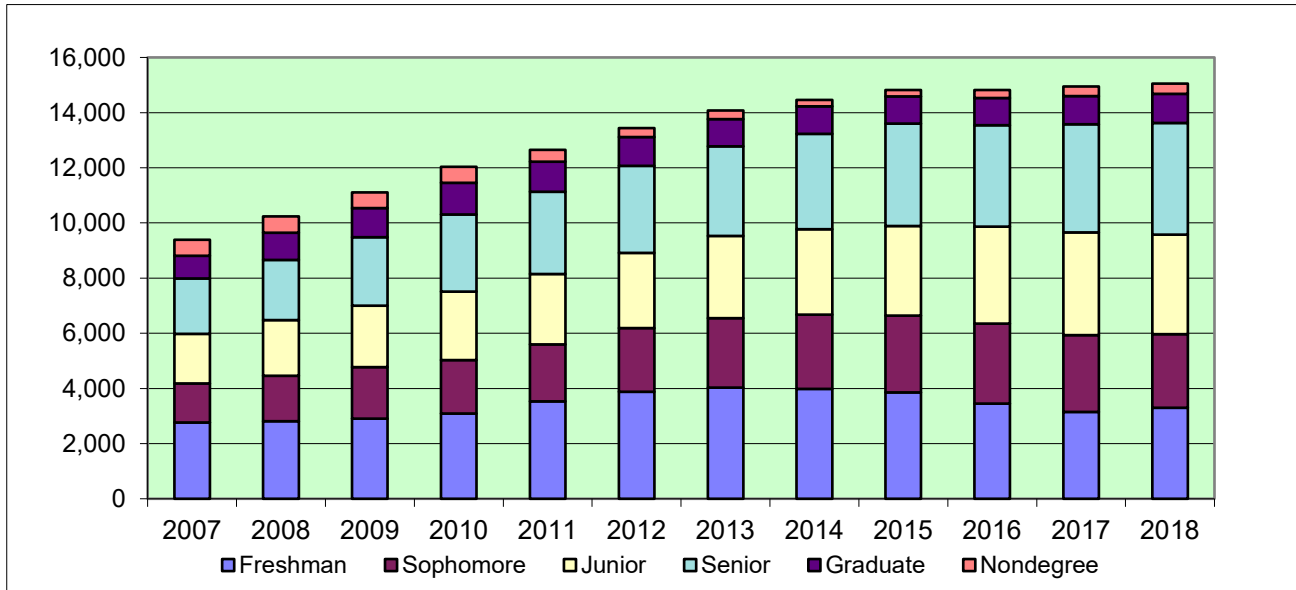
Table 1.6 - Headcount Enrolled by Gender, Fall Terms



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Female	5,745	6,053	6,446	6,794	7,163	7,608	7,964	8,166	8,322	8,389	8,438	8,542
% Female	61%	59%	58%	56%	57%	57%	57%	56%	56%	57%	56%	57%
Male	3,643	4,185	4,659	5,244	5,492	5,834	6,110	6,297	6,502	6,432	6,505	6,504
Total	9,388	10,238	11,105	12,038	12,655	13,442	14,074	14,463	14,824	14,821	14,943	15,046

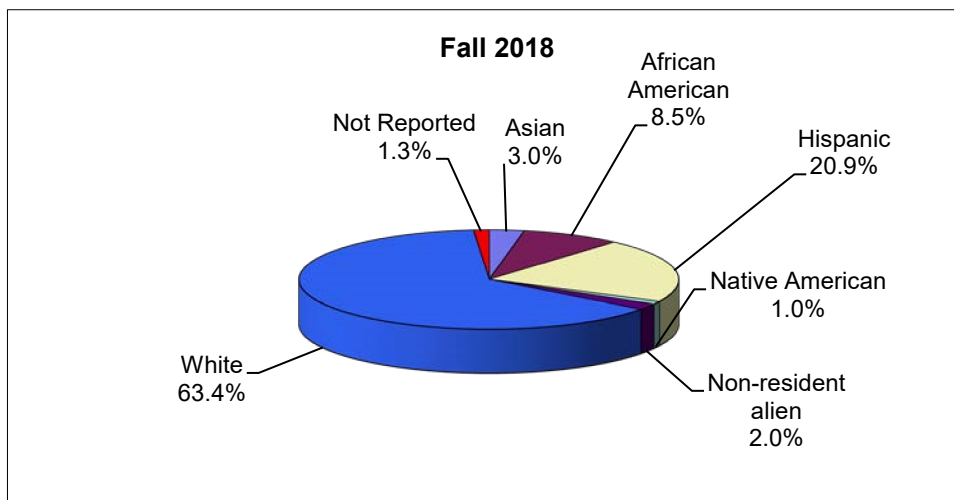
Source: BOG Student Data Course Files.

Table 1.7 - Headcount Enrolled by Class, Fall Terms



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Freshman	2,762	2,810	2,905	3,087	3,534	3,881	4,024	3,983	3,853	3,447	3,150	3,296
Sophomore	1,414	1,648	1,868	1,942	2,060	2,307	2,521	2,694	2,784	2,903	2,781	2,667
Junior	1,807	2,015	2,222	2,476	2,551	2,725	2,983	3,090	3,251	3,520	3,731	3,609
Senior	2,003	2,186	2,491	2,798	2,989	3,151	3,247	3,459	3,716	3,674	3,920	4,052
Graduate	822	986	1,047	1,153	1,089	1,048	987	997	980	986	1,014	1,060
Nondegree	580	593	572	582	432	330	312	240	240	291	347	362
Total	9,388	10,238	11,105	12,038	12,655	13,442	14,074	14,463	14,824	14,821	14,943	15,046

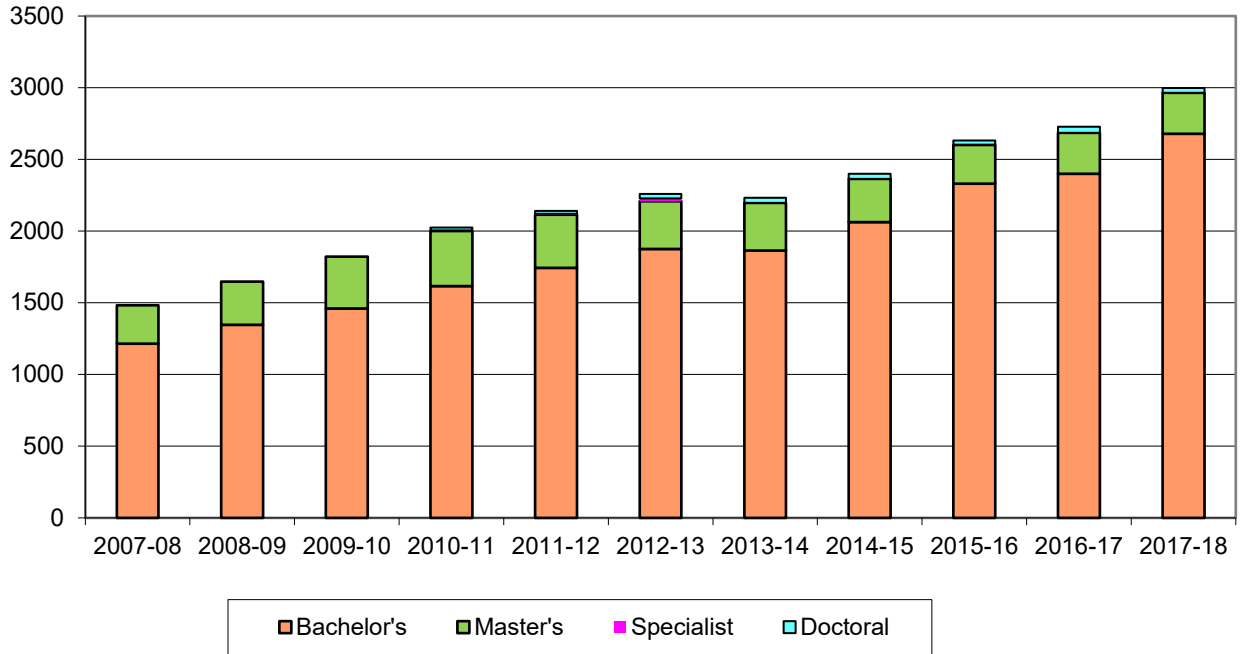
Table 1.8 - Headcount Enrolled by Ethnicity, Fall Term



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Asian	179	181	237	263	303	339	363	377	395	405	420	444
African American	423	444	568	719	865	1,012	1,109	1,226	1,263	1,233	1,263	1,275
Hispanic	1,027	1,208	1,469	1,788	1,992	2,310	2,521	2,638	2,727	2,829	3,009	3,144
Native American	33	34	94	93	101	109	112	113	110	111	129	151
Non-resident alien	112	103	177	185	184	201	229	230	255	253	289	298
White	7,197	7,839	8,493	8,866	9,085	9,295	9,574	9,707	9,867	9,775	9,619	9,533
Not Reported	417	429	67	124	125	176	166	172	207	215	214	201
Total	9,388	10,238	11,105	12,038	12,655	13,442	14,074	14,463	14,824	14,821	14,943	15,046

Note: These are the traditional race/ethnicity codes.

Table 1.9 - Degrees Granted by Academic Year



Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Bachelor's	1214	1346	1461	1616	1744	1875	1864	2062	2331	2399	2,678
Master's	268	302	360	385	371	334	334	302	269	286	287
Specialist				5	7	19	0	0	2	0	0
Doctoral				19	19	32	34	37	29	42	34
Total	1482	1648	1821	2025	2141	2260	2232	2401	2631	2727	2999

Note: Some students earned double degrees.

Source: BOG Student Information Degree File/IPEDS