

FLORIDA EQUITY REPORT

2020 - 2021





Florida Equity Report
Enrollment, Gender Equity in Athletics, and Employment
Report Year: 2021
Data Year: 2020-2021

Approved by:

Mori Hosseini, Chair, UF Board of Trustees

Date

Approved by:

Dr. Kent Fuchs, President, University of Florida

Date

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Mori Hosseini, Chair, UF Board of Trustees

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Part I - Executive Summary

Introduction

The annual Florida Equity Report encompasses enrollment, gender equity in athletics, and employment as required by statute. Each university equity officer is responsible for preparing the report for approval by its board of trustees and the university president, and submitting the report to the Florida Board of Governors annually.

Description of Plan Development

University of Florida Human Resources coordinates with Institutional Planning and Research and the office of the Chief Diversity Officer to compile the Florida Equity Report. Numerous departments across the university also contribute to the report. The President of the University of Florida reviewed and approved the institution's report prior to submittal to the University's Board of Trustees for final approval, pursuant to Florida Board of Governor's Regulation.

Summary of Institutional Progress

Policies and Procedures in Support of Equity

The University of Florida policies for non-discrimination and compliance with Title IX were reviewed in 2020-2021 by the UF Human Resources, Office of the General Counsel, and Office of Accessibility and Gender Equity. Technical revisions were made as a result of guidance from the Federal Department of Education and current best practices.

Academic Programs

UF has continued to make progress in this area, although we still are responding to the effect of Covid-19 on First-Time-In-College (FTIC) and underrepresented students. FTIC students slightly decreased from five years prior, however Female FTIC students represent nearly 60% of the entering class. Hispanic, Asian, Two-or-more races, and Nonresident alien (NRA) entering students increased while Black/African American and White FTIC students decreased. UF has made continuous progress in retention rates improving with Females as well as each underrepresented group. UF has also made strides in the six-year graduation rate, increasing the rate by 1% to 89% for the 2014 entering cohort of full-time, FTIC students.

Equity in Athletics

The University Athletic Association (UAA) and the UAA Title IX Committee fully complied with the Gender Equity in Athletics section. The 2019-2020 female undergraduate enrollment was approximately 57%, and the female athletics participation ratio was approximately 46%. The UAA provides for equitable use of all resources--such as private aircraft, commercial airlines, housing, and other aspects of travel--during competitive events. A review of expenditures confirms travel is provided in a fair and equitable manner. All teams are provided with per diem amounts allowed by Florida Statute 112.061. The UAA Team Travel Handbook outlines policy relative to travel for competition, and these policies apply equally to all sports teams. Policies deal with modes of transportation, housing, lengths of stay, dining arrangements, and per diems. The policies are designed to ensure the health and safety of student-athletes and to maximize the student-athlete experience. The UAA provides the maximum number of scholarships the NCAA allows for each of the men's and women's sports sponsored.

Areas of Improvement and Achievement

UF continues to make progress with inclusion, diversity, equity, access and anti-racism and has made progress towards improving the representation and women and underrepresented minorities. The University established the Campus Diversity Liaisons, a group of 34 college and work-unit leaders across campus responsible for diversity and inclusion within their areas. To promote a diverse and inclusive climate, UF implemented required diversity training for all employees as well as a training aimed at preventing sexual discrimination and harassment employees and students. With the Office of the Provost and the International Mentoring Association (IMA), the Office of the CDO launched a mentoring initiative that brings together all the faculty and staff on campus who have a shared interest and expertise in mentoring. The office also instituted a reciprocal mentoring program among affinity group leaders and cabinet members. In 2020-2021 a Certificate in Multicultural Mentoring is being offered to faculty and staff who complete the program.

Demographic Representation in the Tenure Process

Women and minority faculty who apply for tenure and/or promotion are considered fairly throughout the process. Our records reflect women and minorities have participated successfully in the process and no artificial barriers appear to exist.

Promotion and Tenure Committee Composition

As UF continues to increase the diversity of faculty, the representation on promotion and tenure committees also improves. The table in this section provides information on the extent of diverse participation of women and underrepresented minorities in the promotion and tenure process. UF is an active participant in a national Aspire /SEA Change initiative focused on diversity among STEMM faculty. We recently surveyed department chairs to learn how recruitment, promotion/tenure processes, and annual evaluations are managed in each unit. There are a range of practices across departments. We are working to encourage best practices for diversity, equity, and inclusion in every department.

Budget

The University of Florida has continued to increase resources that support equity goals. In 2020-2021, additional funding was added to the Office of the Chief Executive Officer and the Office of Accessibility and Gender Equity, which oversees ADA and Title IX. Over \$200,000 was added to improve accessibility on campus. The University invested significant resources this year launching a number of inclusion, diversity, equity and access training programs for faculty, staff and students. Additionally, the University committed \$400,000 to the Racial Justice Fund to support research and scholarship that will inform understanding of the Black experience, racial justice, diversity, equity and inclusion on campus and beyond. The University continues to invest in the Bernie and Chris Machen Florida Opportunity Scholars (MFOS) Program expanding the number of scholarships to 350 in fall 2020 and 400 in fall 2021. To date, more than 5,000 students have participated in the MFOS program. The current number of MFOS scholars is 1,240.

Part II – Review of Policies and Procedures

University of Florida Rules and Policies are available at <http://www.regulations.ufl.edu>.

UF-1.006	Non-Discrimination Policy
UF-1.0061	Affirmative Action Plan for Equal Employment Opportunity and Administrative Organization for the Affirmative Action Program
UF-1.0063	Affirmative Action; Complaints and Appeal Procedures for Academic Personnel (AP), Technical, Executive, Administrative and Managerial Support (TEAMS) Staff Members & University Support Personnel System (USPS) Employees
UF-1.008	Disruptive Behavior
UF-1.100	General Personnel Policy
UF-1.300	Direct Support Organizations
UF-3.020	Purchasing
UF-3.025	Lease of Space
UF-3.051	University Grievance Procedures for Technical, Executive, Administrative, and Managerial Support Staff: General Information, Resort to Other Procedures, Time Limits, Procedures, and Arbitration Appeal
UF-3.061	Personnel Policy for Technical, Executive, Administrative, and Managerial Support Staff; Recruitment and Selection
UF-3.062	General Personnel Policy for Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Employees
UF-4.012	Student Affairs: Grievance Procedure
UF-6.009	Promotion, Tenure, and Permanent Status
UF-6.013	Florida 4-H Youth Development Programs and Participation
UF-7.004	Faculty and Appointments: Screening and Selection, Notice of Initial Appointments, Renewal of Appointments, and Delegation of Authority
UF-7.036	Complaints Against Faculty Members
UF-7.041	Methods for Review and Resolution of Faculty Grievances
UF-7.042	University Grievance Procedures for Faculty: Definitions, General Information and Procedures

Other policies and procedures to support equity are:

[Student Code of Conduct](#)

[Sex Discrimination and Sexual Harassment Policy](#)

[HIV/AIDS Policy](#)

Office for Accessibility and Gender Equity ([ADA](#) and [Title IX](#))

Part III – Academic Program Reviews

Part III – Sections A, B, C, D

Section A – Tables & Section B – Analysis

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	53	102	2	360	637	0	1,558	148	60	2,920
Women	52	258	1	446	941	0	2,081	195	74	4,048
Total Fall 2020	105	360	3	806	1,578	0	3,639	343	134	6,968
Category % of Total Fall 2020	2%	5%	0%	12%	23%	0%	52%	5%	2%	100%
Total FTIC Fall 2015	89	436	8	663	1,467	16	3,972	274	169	7,094
Category % of Total Fall 2015	1%	6%	0%	9%	21%	0%	56%	4%	2%	100%
Percentage Change in number from Fall 2015 to Fall 2020	0%	-1%	0%	2%	2%	0%	-4%	1%	0%	0%

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

The entering class for fall 2020 First-Time-In-College (FTIC) students slightly decreased from five years prior. Female FTIC students represent nearly 60% of the entering class. Hispanic, Asian, Two or more, and Nonresident alien (NRA) entering students increased while Black/African American and White FTIC students decreased from fall 2015. In fall 2015, White entering students were 56% and minority students represented 40% (including Two or More) of the entering class. In fall 2020, entering minority students have increased to nearly 45% and White students decreased to 52%.

Comparing to Association of American University (AAU) public peer institutions (Part III-Analysis, Table 1), UF has a slightly higher percentage of minority students (42% to 39%). In comparing individual race/ethnicity categories, UF has a slightly higher percentage of Black/African Americans than AAU public peers and is nearly 10% higher for Hispanic students. UF lags in the percent of Asian entering students (11% to 16%). UF and AAU public peers both have small percentages of American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander as these groups represent an overall small percentage of the population.

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

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2020	51	100	1	89	548	4	956	78	27	1,033	821	1,854
Category % of Total Fall 2020	3%	5%	0%	5%	30%	0%	52%	4%	1%	56%	44%	100%
Total Fall 2015	62	135	12	72	481	8	993	17	69	990	859	1,849
Category % of Total Fall 2015	3%	7%	1%	4%	26%	0%	54%	1%	4%	54%	46%	100%
Category % Change from 2015 to 2020	-1%	-2%	-1%	1%	4%	0%	-2%	3%	-2%	2%	-2%	0%

Source: Student Instruction File. Full-time students. Includes UF Main and UF Online.

The number of Florida College associate degree full-time transfers in fall 2020 is approximately the same as it was in fall 2015, but the percent of females have slightly increased from 54% to 56%. The percent of Hispanic, Asian, and Two or more have all increased with Hispanic students having the largest increase as a proportion of all race/ethnicities (4%) from fall 2015. Black/African American students decreased since fall 2015 but remained the same as the prior year (5%).

When comparing to AAU public peer transfer student enrollment (Part III-Analysis, Table 2), UF has nearly double the percentage of Hispanic transfer students (31% vs. 16%), and this comparison does not include all transfers at UF. UF is nearly equal in the percentage of Black/African American transfer students (5%), but trails on Asian and NRA transfer students.

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 2019 Cohort	251	343	7	806	1,547	6	3,787	305	143	4,260	2,935	7,195
Category % of Total	3%	5%	0%	11%	22%	0%	53%	4%	2%	59%	41%	100%
Enrolled Fall 2020	243	331	7	786	1,487	5	3,677	294	141	4,149	2,822	6,971
Retention Rate	97%	97%	100%	98%	96%	83%	97%	96%	99%	97%	96%	97%

Note: Retention by race/ethnicity is not collected by IPEDS. UF Main and UFO reports cannot be added together for an overall retention rate due to PACE transfers to UF Main.

Source: SIF, FTICs who matriculated in Fall 2019, plus those FTICs who matriculated in Summer 2019 and enrolled in Fall 2020. Includes UF Main and UF Online.

Overall first-year retention rates for FTIC students increased to 97% from 96% the prior year. The female retention rate also improved from 96% to 97% from the prior year; however, the male retention rate remained the same at 96%. Black/African Americans students had a higher first-year retention rate over the previous year, improving 2% to 97% to match the overall retention rate. Asian and NRA students also showed improvements in first-year retention rates improving by 1% and 4%, respectively, from the

previous year. The population for American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander is less than 10 students so first-year retention rates tend to fluctuate by greater percentages, but American Indian/Alaskan Native students had a first-year retention rate of 100% for the last two years. Retention by race/ethnicity is not reported to IPEDS just overall first-year retention rates.

Table 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2013, or Summer 2013 and Continuing into Fall After Six Years

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2014-20 Cohort	59	359	8	538	1,297	58	3,705	215	142	3,756	2,625	6,381
Category % of Total	1%	6%	0%	8%	20%	1%	58%	3%	2%	59%	41%	100%
Number of Graduates within 6 yrs from cohort	43	297	7	479	1,143	50	3,335	188	121	3,423	2,240	5,663
Percent Graduated	73%	83%	88%	89%	88%	86%	90%	87%	85%	91%	85%	89%
Number Still Enrolled in 6th Year from cohort	0	2	0	8	16	0	20	3	1	13	37	50
Percent Retained	0%	1%	0%	1%	1%	0%	1%	1%	1%	0%	1%	1%

Note: FTIC includes Beginners and Early Admits. Adjusted cohort.

Source: IPEDS Graduation Rates 2020-21 Report (2014 cohort), by race/ethnicity, and gender. Includes full-time, first-time undergraduate students. Includes UF Main and UF Online.

The six-year graduation rate for the full-time, first-time 2014 cohort is 89%. This is an improvement from the prior year of 88%. The female graduation rate is higher than the overall at 91% with a male lag of 6% (85%). Black/African American students had a higher rate than the previous year (77% vs. 83%), but Hispanic students had a slight drop (91% vs. 88%) from the 2013 to 2014 cohorts.

Comparing to public AAU peer institutions (Exhibit 1), UF ranks 7th (2013 cohort), but is below a six-year graduation rate of 90%. The top five institutions have graduations rates over 90%. However, UF is highly ranked among individual race/ethnicity categories for six-year graduation rates with Hispanic students ranked 3rd among AAU public peers, Black/African American students ranked 10th, and Asian students ranked 11th. Female students are also highly ranked (6th) with a graduation rate over 90%. Among Florida State University System (SUS) institutions, UF has the highest overall six-year graduation rate (Exhibit 1.b) and has the highest among Hispanic students and females.

Table 5. Bachelor's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	90	170	8	367	926	12	2,424	150	142	4,289
Female	117	390	13	457	1,287	32	3,265	234	161	5,956
Total	207	560	21	824	2,213	44	5,689	384	303	10,245
Category % of Total	2%	5%	0%	8%	22%	0%	56%	4%	3%	100%
AY 2018-19										
Male	91	195	12	343	878	22	2,383	134	133	4,191
Female	77	386	14	361	1,274	62	3,257	195	149	5,775
Total	168	581	26	704	2,152	84	5,640	329	282	9,966
Category % of Total	2%	6%	0%	7%	22%	1%	57%	3%	3%	100%
AY 2014-15										
Male	63	214	12	251	678	31	2,217	91	130	3,687
Female	56	413	14	296	950	72	2,821	123	171	4,916
Total	119	627	26	547	1,628	103	5,038	214	301	8,603
Category % of Total	1%	7%	0%	6%	19%	1%	59%	2%	3%	100%

Source: IPEDS Completions 2020-21, 2019-20, and 2015-16 reports (degrees awarded AY 2019-20, AY 2018-19, and AY 2014-15), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table 99.0000, all disciplines. Includes UF Main and UF Online.

The number of bachelor's degrees has increased over the past five year by 19% and there was a three percent increase from the prior year. Both female and male increased the number of bachelor's degrees granted, but female increased at a higher rate (21% vs. 16%). The number of bachelor's degrees earned by Hispanic students has been increasing over the past five years as had those from Asian, Two or more, and NRA students, but bachelor's degrees for Black/African Americans students have decreased by a little over 10%. Minority student represent nearly 40% of bachelor's degrees produced at UF.

Compared to public AAU peers (Part III-Analysis, Table 5), UF has a higher percentage of Hispanic and Black/African American Bachelor's degrees granted, but lags with Asian and NRA students. UF ranks in the top ten of minority bachelor's degree producers among public AAU peers (Exhibit 2-Minority). UF females rank 4th among public AAU institutions for bachelor's degrees granted (Exhibit 2 – Female).

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2019-20										
Male	487	75	5	79	244	0	864	36	73	1,863
Female	300	136	2	87	282	2	1,159	54	55	2,077
Total	787	211	7	166	526	2	2,023	90	128	3,940
Category % of Total	20%	5%	0%	4%	13%	0%	51%	2%	3%	100%
AY 2018-19										
Male	556	65	2	92	184	0	891	23	46	1,859
Female	375	103	5	103	287	2	1,024	28	59	1,986
Total	931	168	7	195	471	2	1,915	51	105	3,845
Category % of Total	24%	4%	0%	5%	12%	0%	50%	1%	3%	100%
AY 2014-15										
Male	560	56	3	74	174	4	899	14	94	1,878
Female	387	109	7	74	169	2	963	23	85	1,819
Total	947	165	10	148	343	6	1,862	37	179	3,697
Category % of Total	26%	4%	0%	4%	9%	0%	50%	1%	5%	100%

Source: IPEDS Completions 2020-21, 2019-20, and 2015-16 reports (degrees awarded AY 2019-20, AY 2018-19, and AY 2014-15). Master's degrees figures include specialists. Specialists are reported under the post-master's certificates category on IPEDS.

The number of master's degrees has increased over the past five years from 3,697 to 3,940. Females master's degrees increased by 14% from 2014-15 to 2019-20. Hispanics, Black/African Americans, and Two or more have increased over the past five years and from the prior year, but Asian and NRA master's degrees have declined in the past year.

The percentage of Hispanic students earning master's degree are nearly double that of public AAU institutions (13% vs. 7%) (Part III-Analysis, Table 6). UF also has a higher percentage of Black/African American students earning master's degrees, but half the percentage for Asian master's degrees (4% vs. 9%). Master's degrees earned by international students (NRA) trailed by 7% (20% vs. 27%).

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	166	11	2	15	21	0	132	3	13	363
Female	127	15	0	16	24	0	120	1	13	316
Total	293	26	2	31	45	0	252	4	26	679
Category % of Total	43%	4%	0%	5%	7%	0%	37%	1%	4%	100%
AY 2018-19										
Male	190	11	0	12	17	0	150	5	11	396
Female	135	21	1	7	22	1	148	3	16	354
Total	325	32	1	19	39	1	298	8	27	750
Category % of Total	43%	4%	0%	3%	5%	0%	40%	1%	4%	100%
AY 2014-15										
Male	194	14	1	14	24	0	172	2	16	437
Female	106	14	0	14	20	0	158	4	12	328
Total	300	28	1	28	44	0	330	6	28	765
Category % of Total	39%	4%	0%	4%	6%	0%	43%	1%	4%	100%

Source: IPEDS Completions 2020-21, 2019-20, and 2015-16 reports (degrees awarded AY 2019-20, AY 2018-19, and AY 2014-15).

The number of doctoral degrees has declined over the past five years from 765 to 679 (does not include professional doctoral degrees). While the overall number of doctoral degrees decreased, the proportion of doctoral degrees earned among race/ethnicities groups has changed. Hispanic students now represent 7% of all doctoral degrees, an increase of 2% from the prior year. Asian students have also increased their representation by 2%. Black/African American students earn 4% of all doctoral degrees and this has remained unchanged from 2014-15. NRA doctoral students represent the largest proportion of doctoral degrees awarded (43%) in 2019-20 followed by White students (37%).

Comparing to public AAU peers (Part III-Analysis, Table 7), UF has a higher percentage of Hispanic, Black/African American and NRA students earning doctoral degrees. As with other degree levels, the percentage of Asian student earning degrees lags public AAU institutions. There were no Native Hawaiian/Other Pacific Islander at UF or public AAU institutions that earned a doctoral degree in 2019-20. Both the Native Hawaiian/Other Pacific Islander and American Indian/Alaskan Native represent a small portion of students enrolled and earning degrees at UF and public AAU institutions.

Table 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	10	29	2	48	68	5	263	7	12	444
Female	22	41	0	65	129	6	415	13	17	708
Total	32	70	2	113	197	11	678	20	29	1,152
Category % of Total	3%	6%	0%	10%	17%	1%	59%	2%	3%	100%
AY 2018-19										
Male	10	30	1	44	78	3	245	3	16	430
Female	18	69	0	94	116	8	444	12	18	779
Total	28	99	1	138	194	11	689	15	34	1,209
Category % of Total	2%	8%	0%	11%	16%	1%	57%	1%	3%	100%
AY 2014-15										
Male	12	27	8	57	66	2	285	1	34	492
Female	25	45	5	73	88	0	377	5	27	645
Total	37	72	13	130	154	2	662	6	61	1,137
Category % of Total	3%	6%	1%	11%	14%	0%	58%	1%	5%	100%
<i>Source: IPEDS Completions 2020-21, 2019-20, and 2015-16 reports (degrees awarded AY 2019-20, AY 2018-19, and AY 2014-15).</i>										

The number of first professional degrees has slightly increased over the past five years from 1,137 to 1,152. Females have increased professional degree granted from 645 to 708, but males have decreased from 492 to 444. White students represent the largest portion of professional degrees awarded at 59% and that has remained relatively unchanged over the past five years. Hispanic, Two or more, and NRA categories have increased from the prior year, but Black/African Americans and Asian students have decreased in the number of first professional degrees awarded.

Asian students at public AAU peer institutions (Part III-Analysis, Table 8) represent a larger portion of those earning first professional degrees than at UF (14% vs. 10%), but UF leads in the percentage of both Hispanic and Black/African first professional degrees awarded. Hispanic students at UF are more than double the percentages at public AAU peer institutions (17% vs. 8%). For NRA students, UF and peer institutions produce about the same percentage of first professional doctorates.

Section C – Areas for Improvement

We have made progress towards improving the representation of women and underrepresented minorities. Nonetheless we continue to strive for additional improvement. The University is currently implementing recruitment and retention strategies to increase the representation of women and underrepresented minorities within faculty and staff.

Section D - Student Services

Academic Advising

<https://www.advising.ufl.edu/>

The University of Florida is committed to providing high-quality academic advising services to all students. The mission of the Academic Advising Center is to provide academic advising that recognizes and appreciates the individual differences of students, empowers and informs students so they may explore options, encourages students to make well-intentioned and strategic decisions, and maximizes personal outcomes and successes in the student's undergraduate experience. During the 20-21 academic year, advising appointments were offered with remote and in-person options.

The Academic Advising Center has specific advising responsibilities for the AIM program that serves at-risk undergraduates on campus. About 70% of the AIM population is Black/African American, 20% are Hispanic American, and the rest are predominantly Asian American or White.

The PROMISE Program is part of the University of Florida's Office for Academic Support (OAS). The PROMISE Program offers a variety of services to support first-year students in their academic transition from high school to college. These services include the coordination of the PROMISE students' Preview experience, implementation of an academic learning plan, guidance in major and course selection, and overall assistance navigating UF policies and resources. Program participants, carefully selected by UF's Office of Admissions, are offered the benefit of smaller classes developed to enhance existing mathematics and communication skills. OAS provides PROMISE students with valuable enrichment services and activities including peer mentors and life skills workshops.

Leadership Advancement Program – 2nd Year (LAP-2) is a year-long enrichment program designed to help 2nd-year Pell-eligible students find their Identity, Purpose, and Assignment. By participating in equipping sessions, career shadowing, service-learning, and other hands-on experiences, LAP-2 students will hone their leadership skills in order to fulfill their purpose. Ultimately, LAP-2 empowers students to develop as people, grow as leaders, and find success in their future endeavors.

UF also launched a new initiative to help students graduate in a timely manner. The goals are to assist students in achieving their academic goals, help students save money, and start a career or graduate school sooner. Freshman can join PUSH4it and become part of the 4-year initiative that spans their undergraduate UF career.

Admissions to Academic Program

<https://admissions.ufl.edu/>, <https://admissions.ufl.edu/apply/graduate/>

The Office of Admissions performs periodic reviews of application procedures, decision-making processes and hiring practices to assure compliance. Equity issues are discussed openly to balance representation in the student applicant pool, admitted students and staffing. The full-time staff in the Office of Admissions is

42% minority and 61% female. Looking to the future of the profession, the staffing for student assistants within the office is 70% minority and 75% female.

The Office of Admissions' is proud of the accomplishments in the area of representation. For the 2020 freshmen class, 42.5% of undergraduate applicants were from historically underrepresented populations, and 23.7% were first-generation college students. The gender split of applicants was 43.1% male and 56.9% female. Of the applicants offered admission, 41.5% were from historically underrepresented populations, 17.3% were from first-generation college students. The gender split for admitted applicants was 41.2% male and 58.8% female.

Health Services

<https://shcc.ufl.edu/>

The mission of the Student Health Care Center is to help every student achieve optimal health in the pursuit of personal and academic success. All activities and programs of the Student Health Care Center operate to assure a non-judgmental environment and sensitivity to individuals with disabilities and those representing diverse cultural, racial, religious, gender or sexual orientation groups. The following is a list of some of these programs:

- Sexual Assault Nurse Examiners (SANE) – The Student Health Care Center has two trained nurses available. These individuals have completed specialized education and clinical preparation in the medical forensic care of a patient who has experienced sexual assault or abuse, and they work closely with the University Police Department and the Office of Victim Services to assist survivors. These services are provided at no cost to patients.
- Get Yourself Tested Clinic (partnership with Alachua County Health Department) – The Clinic at the Student Health Care Center serves UF students seeking low-cost sexually transmitted infection (STI) screenings, seeing approximately 60 asymptomatic patients each week.
- U Matter, We Care (part of the Dean of Students Office) – The Student Health Care Center is an active member of the University's U Matter, We Care committee, which is comprised of health and wellness departments from across campus. The U Matter, We Care program serves as an umbrella for care-related programs and resources for students and employees. The initiative includes a program to train people to recognize the signs of distress and to provide help. It also includes a website of care related resources (<http://umatter.ufl.edu>), as well as centralized phone number (294-CARE) and email address for those seeking help or wanting to help others.

The Student Health Care Center recently initiated sponsorships with programs committed to equity and diversity, including: Pride Student Union's Pride Awareness Month; Eta Sigma Gamma's "Sex in the Swamp", a sexual health education event; and UF Arts in Medicine's "Ashley's Consent," an interactive performance created to further educate campus about sexual assault.

Club and Intramural Athletics

<http://recsports.ufl.edu/>

The Department of Recreational Sports' (RecSports) mission is to offer experiences that enrich the lives of University of Florida students through excellence in facilities, fitness, sport, adventure and play. RecSports strives to be inclusive and provide a variety of accommodations for equal access to our programs and facilities.

RecSports has implemented a number of initiatives to promote sex equality in club and intermural athletics. RecSports offered “WOW: Women’s Only Workout”, focused on serving women, who for religious, cultural or personal beliefs, are not able to be active in front of male counterparts. This program provides a “safe space” with controlled access and covered windows for women to move, socialize and remove their hijab. RecSports was also an early adopter in the field of Collegiate Recreation in developing and implementing a gender identity statement for participation in the Intramural Sports program.

Student Financial Assistance

<http://www.sfa.ufl.edu/>

The Office for Student Financial Affairs (SFA) operates a “race-blind” financial aid awarding policy. There are a limited number of preferential scholarships, notably the National Achievement and Presidential scholarships, which were approved through the University’s agreement with the U.S. Office of Civil Rights.

SFA provides training and materials to the Office of Admissions to help recruit students from diverse backgrounds to attend UF. Our “Gator Financial Aid” brochure educates students on the importance of applying for aid early, UF’s cost of attendance, and average aid packages. This information assists the Office of Admissions as they travel throughout the southeast, focusing on underserved areas.

The distribution of financial aid is provided in detail in the Enrollment Services [Data Dashboard](#). This publication provides a breakdown of the various financial aid programs offered, as well as the demographic breakdown of financial aid recipients.

Housing

<https://www.housing.ufl.edu/>

The Department of Housing and Residence Education provides a number of transition and inclusivity training, programs, and events to support the diverse student population it serves. The Department of Housing and Resident Education staff work closely with the Americans with Disabilities Act (ADA) coordinator and staff in the Disability Resource Center to ensure housing needs are met for residents with disabilities.

During the contract process, residents are prompted to notify Disability Resource Center (DRC) staff if assignment accommodations are requested based on medical reasons. A staff member in the DRC works with the student to determine the needs of the student and provides the physical accommodation information to housing staff. A housing staff member works directly with the student to find an assignment that meets the medial needs of the student. Approximately 300 residence hall spaces have physical features intended to accommodate students with disabilities. A budget line exists to address new or unforeseen ADA accommodations or to address specific residents' needs if the requested accommodations do not already exist. Accommodations are also made for students requiring personal care attendants, service animals and/or emotional support animals.

There are more women than men living in University of Florida residence halls to align residence hall availability with university enrollment. The racial demographics of students living in residence halls are similar to the diversity that exists within most categories of the university student population. Approximately 1,300 international students and families live in graduate and family housing.

UF Housing provides Living Learning Communities, where Residents experience on-campus life with fellow students who share their academic and personal interests, which supports many diverse positive outcomes for the students. LLCs at UF range from narrow and academic to broad and interdisciplinary. These communities are run with special input from student leaders, include targeted classes, resources, and other exclusive opportunities, and have dedicated staff members committed to their success. LLC's include Black Cultural, International House, and Global and Social Justice.

Career Connections Center

<https://career.ufl.edu/>

The University of Florida's Career Connections Center (C3) is a centralized, comprehensive unit serving more than 54,000 students and alumni. The C3 provides a diverse range of services, including helping connect job seekers with employers and offering students individualized career education and guidance to enrich their collegiate experience and prepare them for life after graduation. 52% of undergraduates were employed or had a job offer at graduation and the median starting salary was \$50,000. 66% of undergraduates were employed in Florida, 32% out-of-state and 2% internationally. Of those students immediately choosing graduate school, 73% had been accepted at the time of their undergraduate graduation.

Student Employment

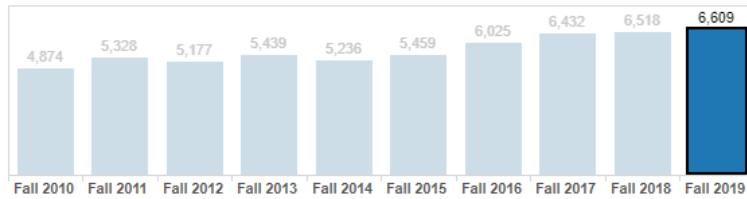
<https://hr.ufl.edu/>, <https://ir.aa.ufl.edu/uffacts/workforce/>

The University of Florida offers a variety of part-time, on-campus student employment opportunities to all students. Undergraduate student employees comprise 19.06% of our workforce. We saw a decline in student employment as a result of Covid-19, however, we continued to see gains in the diversity of

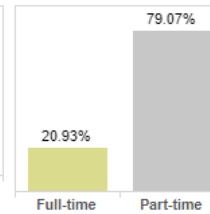
students that were employed. The following section details the trends of student employment for Fall 2019 and 2020. These data were obtained from UF Human Resources and IPR.

Student Employment Snapshot 2019

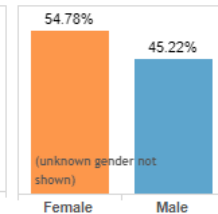
Workforce Headcount



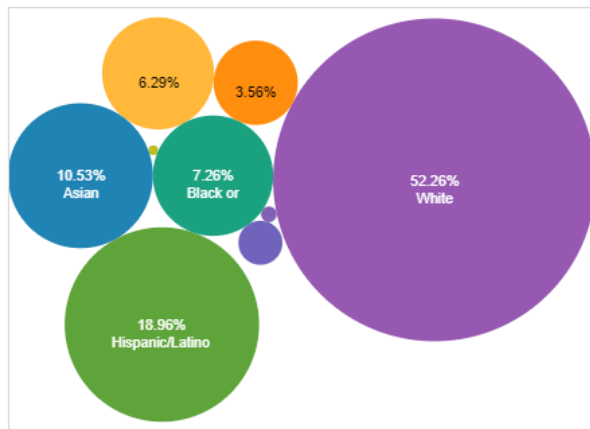
Full-time/Part-time



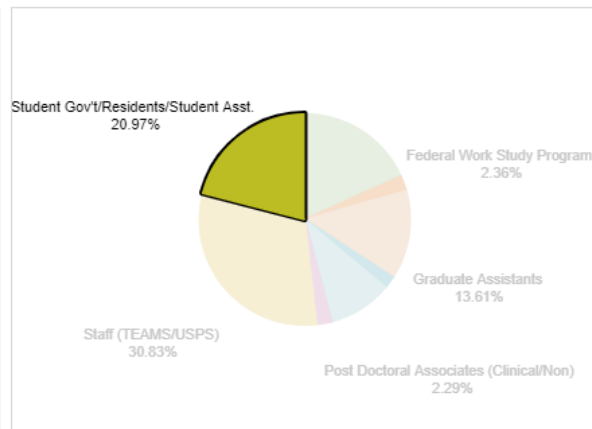
Gender



Race/Ethnicity



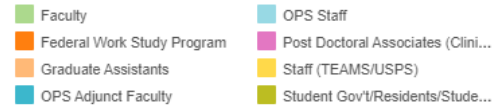
Groups



Race/Ethnicity

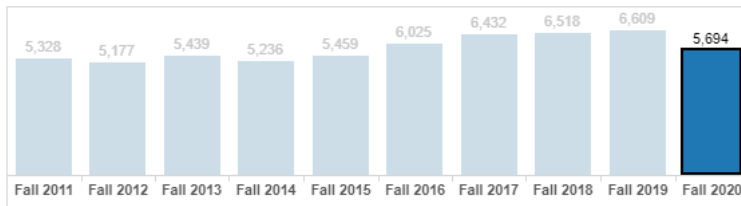


Groups

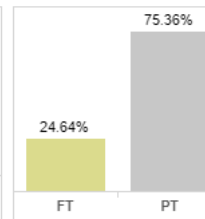


Student Employment Snapshot 2020

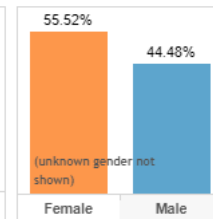
Workforce Headcount



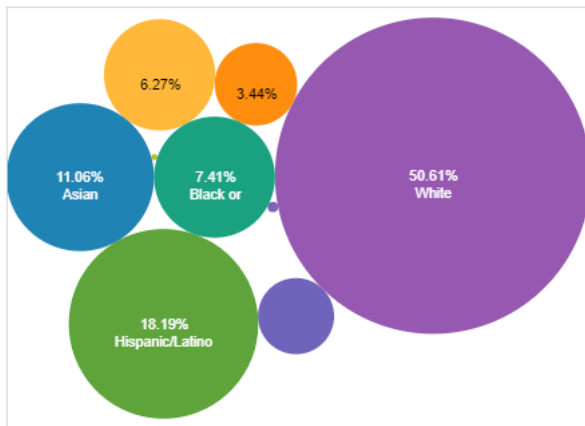
Full-time/Part-time



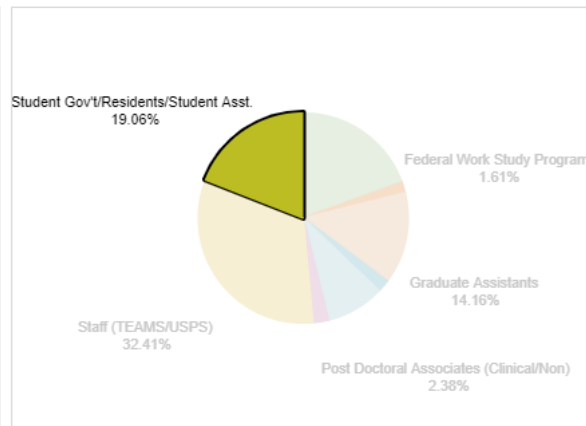
Gender



Race/Ethnicity



Groups



Race/Ethnicity

- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other...
- Nonresident alien
- Two or more races
- White
- American Indian or Alas...
- Unknown, N/A

Groups

- Faculty
- Federal Work Study Program
- Graduate Assistants
- OPS Adjunct Faculty
- OPS Staff
- Post Doctoral Associates (Clini...
- Staff (TEAMS/USPS)
- Student Gov't/Residents/Stude...

Educational and Work Environment

<https://disability.ufl.edu/>, <https://ada.ufl.edu/>, <https://titleix.ufl.edu/>, <https://accessibility.ufl.edu/>

The University of Florida complies with both the philosophy and the practice of equal opportunity for all faculty, staff, students, and visitors in academic life and employment as specified in the Civil Rights Act of 1964, Section 503 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990. The UF Affirmative Action and Equal Employment Opportunity officer and the assistant vice president for Accessibility and Gender Equity ensure compliance with affirmative action, equal opportunity, access and sexual misconduct. The Disability Resource Center serves the University of Florida's commitment to Diversity, Equity, and Inclusion by providing support and academic accommodations for students with disabilities. The center collaborates with students, faculty, and staff to create an accessible educational environment for all and builds awareness of issues related to accessibility within the University of Florida community.

Personnel

<https://hr.ufl.edu/>, <https://hr.ufl.edu/manager-resources/employee-relations/>, <https://ada.ufl.edu/>, <https://titleix.ufl.edu/>, <https://accessibility.ufl.edu/>

Personnel, regardless of employee classification, are handled in a manner consistent with UF's Non-Discrimination Regulation. The UFHR and the Office of Accessibility and Gender Equity websites have recently been updated to ensure ease of use and readily available information. The assistant vice president for Accessibility and Gender Equity is responsible for monitoring, supervising and overseeing all compliance with the ADA and Title IX for the university, including all UF direct support organizations and affiliates as well as coordinating all campus-based programs related to the ADA and Title IX for the university.

Section E - Effectiveness in Enrollment

The University of Florida fosters a community that values and respects diversity. An inclusive definition of diversity recognizes the variety of personal and social experiences that make individuals and communities different from one another. These differences include race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, size, marital status, national origin, political opinions or affiliations, genetic information, veteran status, and the many other ways one might identify. Dr. Fuchs is committed to inclusion and diversity and to advance equity, diversity and inclusion, and establish a new standard of inclusive excellence. Over the last five years, the University has increased minority applications, admits, and enrollments.

ACCOLADES:

- UF tied for #5 among U.S. public universities in U.S. News & World Report ranking
- Ranked #2 for Best Online Bachelor's for Veterans by U.S. News & World Report
- Ranked #3 for the Best University for Technology Transfer by the Milken Institute
- Nearly 40% of enrolled students are from minority groups
- Highest percent of Hispanic student enrollment at UF (21%) in 2020
- 58% women in freshman class
- 97% freshman retention rate
- 65% graduate with no student loan debt
- Total research spending \$942 million
- 31% of UF's workforce are from minority groups, up from 23% 10 years prior
- The University of Florida Institute of Black Culture (IBC) and the Institute of Hispanic-Latino Cultures (La Casita) by the Orlando Chapter of the American Institute of Architects with the Community Impact Award and the People's Choice Award
- The UF Institute of Food and Agricultural Sciences and FAMU — a historically Black university and UF's land-grant partner — win \$1.4 million grant and will collaborate to recruit and retain traditionally underrepresented students in AI-related education and research

- Erika Moore, PhD, Rhines Rising Star Larry Hench assistant professor in the Department of Materials Science & Engineering, College of Engineering, was named to the Forbes 30 Under 30 list in the Healthcare category
- Amy Williams, PhD, assistant professor in the Department of Geological Sciences and director of the Life on the Edge laboratory, received a Participating Scientist award to join NASA's Mars 2020 Perseverance rover science team
- Chimay Anumba, PhD, Professor and Dean, College of Design, Construction and Planning (DCP), has been elected a member of the National Academy of Construction (NAC). The NAC honors and recognizes those individuals who have made extraordinary contributions to the construction industry
- Carmen Martínez-Novo, PHD, professor at the Center for Latin American Studies, was named the new editor in chief of the Latin American Research Review, marking the first time a woman has served in the position of editor in chief for the LARR since its founding in 1965
- Versie Johnson-Mallard, PhD, WHNP-BC, FAANP, FAAN, associate dean for student affairs in the College of Nursing, was appointed to the Board on Gulf Education and Engagement of the National Academies of Sciences, Engineering and Medicine
- Folakemi Odedina, PhD, a professor of pharmacotherapy and translational research in the University of Florida College of Pharmacy and a professor of radiation oncology in the UF College of Medicine, was elected to serve a three-year term on the Minorities in Cancer Research Council of the American Association for Cancer Research
- Amara Estrada, DVM, professor, board-certified veterinary cardiologist and associate chair for instruction with the UF College of Veterinary Medicine's department of small animal clinical sciences, was inducted into the National Academies of Practice in Veterinary Medicine as a newly elected Distinguished Fellow

Part IV – Gender in Intercollegiate Athletics

Table 1. Sex Equity in Athletics Update

Element	Assessment
<p>1. Sports offerings</p>	<p>Currently, the University sponsors every men's and all but one women's sport that is sponsored by the Southeastern Conference. In addition, the University Athletic Association added Women's Lacrosse in the 2009-2010 academic year. This assessment is equitable.</p>
<p>2. Participation rates, male and female, compared with full-time undergraduate enrollment</p>	<p>The female student-athlete participation ratio is below that of female students generally. The 2020-2021 female undergraduate enrollment ratio was approximately 57% and the female athletics participation ratio was approximately 46%.</p>
<p>3. Availability of facilities, defined as locker room, practice, and competitive facilities</p>	<p>Construction of a new ballpark for the baseball team is complete. The project consisted of the following amenities for our student athletes: regulation competitive playing field, a practice in-field, pitching and batting tunnels, new locker room, lounge areas with nutrition space, media room, training room, coaches office and support spaces, once again creating an all in one facility for easy access to everything for the student athlete. The new facility also created fan amenities including full chairback seating with shading, berm seating, club lounge, suites, drink rails, concessions, and a 360 concourse all to support our student athletes during competition.</p> <p>Women's Soccer will also receive new team space constructed as an addition to the existing women's Lacrosse team building. This project will benefit both the Lacrosse and Soccer programs.</p> <p>The Heavener Football Training Center is currently under construction and scheduled to be completed in June 2022. The soccer building is under construction and scheduled to be completed in March of 2022 at a project cost of \$7.3 million. It will include 13,800 sq. ft of new space and 2,000 sq. ft of renovated space. The soccer facility will include team locker room, training room, meeting room, lounge space, coaches' offices, and support space.</p>

<p>4. Scholarship offerings for athletes</p>	<p>The University Athletic Association provides the maximum number of scholarships the NCAA allows for each of the men’s and women’s sports sponsored. This assessment is equitable.</p>
<p>5. Funds allocated for:</p>	
<p>a) the athletic program as a whole</p>	<p>Resources allocated for women’s sports programs are comparable to that of their male counterparts. Both men’s and women’s programs are provided with all the necessary resources to be competitive nationally. This assessment is equitable.</p>
<p>b) administration</p>	<p>Funds for administrative efforts are allocated evenly across men’s and women’s sports programs. This assessment is equitable.</p>
<p>c) travel and per diem allowances</p>	<p>The University Athletic Association provides for equitable use of all resources such as private aircraft, commercial airlines, housing, and other aspects of travel during competitive events. A review of expenditures confirms travel is provided in a fair and equitable manner. All teams are provided with per diem amounts allowed by Florida Statute 112.061. The University Athletic Association Team Travel Handbook outlines policy relative to travel for competition and these policies apply equally to all sports teams. Policies deal with modes of transportation, housing, length of stay, dining arrangements, and per diem. The policies are designed to ensure the health and safety of student-athletes and to maximize the student-athlete experience. This assessment is equitable.</p>
<p>d) recruitment</p>	<p>Resources allocated for the recruitment of female student-athletes are comparable to that of their male counterparts. As evidenced by the recruiting budgets and the current rosters of the women’s teams, coaches are provided the resources necessary to recruit players globally. This assessment is equitable.</p>

<p>e) comparable coaching</p>	<p>Coaches of women’s sports teams are compensated equitably when compared to their Southeastern Conference and national counterparts. Differences in pay between coaches of male sports teams and women’s sports teams exist due to the fair market considerations for the particular sport and the experience of the coach. This assessment is equitable.</p>
<p>f) publicity and promotion</p>	<p>A review of the expenditures confirms publicity and other promotional devices are provided in a fair and equitable manner. An overview of the marketing and promotions items demonstrates the quality and quantity are comparable to that of men’s teams. Every sport is assigned a Communications contact and Marketing contact and provided a poster, schedule card, releases, press opportunities, dedicated pages on FloridaGators.com, a social media presence, a marketing & promotions plan and communications/PR plan specific to their sport. The University Athletic Association has directed efforts to increase exposure and promotions of women’s sports through television, radio, and online broadcasts. The SEC Network, a collaboration between the Southeastern Conference and ESPN, provides unprecedented live television and streaming video coverage for SEC women’s sports. The network includes live coverage of women’s basketball, softball, gymnastics, soccer, volleyball, swimming & diving and track & field on the ESPN family of networks, and provides coverage of SEC Championships and tournaments for women’s basketball, softball, gymnastics, soccer, swimming & diving, track & field, tennis and golf. Lacrosse is a member of the BIG EAST, appearing on their digital outlets, with video and audio of all home games streamed online as well. Live radio broadcasts are available for every women’s basketball, softball, soccer and volleyball event (home and away). Eye on the Gators, debuted on the television network FOX Sports Sun, with 30-minute episodes dedicated to the volleyball, women’s basketball, gymnastics, lacrosse, and softball programs. The GatorVision video department provides regular coverage of every women’s sport on multiple media platforms as well. The UAA Communications and Marketing Departments have significantly expanded its reach through the utilization of social media sites such as Facebook, Twitter, Instagram, and YouTube. The Gators’ Facebook and Twitter pages are one of the most followed among the nation’s collegiate athletic</p>

	<p>programs, with more than 1.5 million “likes” on Facebook and 313 thousand followers on Twitter. This assessment is equitable.</p>
<p>g) other support costs</p>	<p>There is consistent sentiment among coaches and staff that administrative, secretarial, clerical and office space support are excellent and equal to that provided to the men’s sports. This assessment is equitable.</p>
<p>6. Provision of equipment and supplies</p>	<p>The University Athletic Association is committed to providing top quality state-of-the-art equipment and all supplies necessary to equitably accommodate all sports. A review of expenditures confirms equipment and supplies are provided in a fair and equitable manner. Information to this effect was also reported by coaches and student-athletes in Mid-Year Evaluations, Exit Interview surveys, and in-person interviews conducted by the Title IX Committee. There were no reports of inequitable treatment or unmet needs in the area of equipment and supplies noted in any of these surveys or interviews. This assessment is equitable.</p>
<p>7. Scheduling of games and practice times</p>	<p>The construction of sport-specific facilities to accommodate each women’s sport has eliminated practice time conflicts. Women’s programs have unlimited access to these practice venues. Athletes also have access to facilities independent of the team program to accommodate individual practices. Track and swimming teams share facilities with corresponding men’s programs. With these sport-specific dedicated facilities, few conflicts exist relative to game times as well. This assessment is equitable.</p>

<p>8. Opportunities to receive tutoring</p>	<p>As demonstrated by Mid-Year and Exit-Interview survey results, student-athletes are very satisfied with the support services provided by the Otis Hawkins Center for Academic and Personal Excellence. The consensus is tutors are made available when needed and academic advisors work closely with each student-athlete to ensure success in addressing academic responsibilities. These responses reflected an increase in satisfaction over time. Additionally, tutors are not assigned to a particular team nor employed by a particular sport, but are all selected, trained, and assigned by the Otis Hawkins Center for Academic and Personal Excellence to ensure skilled tutors are available to all student-athletes equitably. The renovation of the Otis Hawkins Center has also provided more rooms which allows for more tutoring sessions to occur. This assessment is equitable.</p>
<p>9. Compensation of coaches and tutors</p>	<p>Compensation packages for coaches of women’s sports are competitive when compared to their Southeastern Conference counterparts and national counterparts. They are also equitable within the University Athletic Association. Disparities in coaching contract terms exist because of fair market value considerations for the particular sport and experience of the coach. This assessment is equitable. Tutor pay rates are based on level of education and teaching/tutoring experience. The only reason a tutor pay rate would change is if he/she reached a different bracket for level of education (i.e. bachelor's to master's) and if their expertise is in a specialized field. Some tutors are much harder to find in specific areas of study. The University Athletic Association does not give merit base increases for tutors. It is against policy since tutors are classified under OPS. This assessment is equitable.</p>

<p>10. Medical and training services</p>	<p>The University Athletic Association employs 25 full-time nationally certified and state licensed athletic trainers. 14 full-time athletic trainers and 7 intern athletic trainers provide medical care for the student-athletes. Each sport is assigned an athletic trainer, and men’s and women’s teams have equal access to certified athletic trainers. In addition, five primary care sports medicine physicians, two primary care sports medicine fellows and two orthopedic surgeons provide care to all student-athletes and teams. In addition to athletic trainers and physicians, the University Athletic Association employs four licensed registered dieticians and one sports nutrition intern. All sports have equal access to nutrition services. The University Athletic Association has the part time usage of four full-time licensed mental health counselors. Lastly, the University Athletic Association has four primary athletic training facility to ensure all student-athletes have timely access to medical services provided by athletic trainers and physicians. Each athletic training facility accommodates both male and female student-athletes. Satellite athletic training facilities are also available at practice and/or competition locations for softball, women’s soccer, women’s gymnastics, men’s and women’s swimming & diving, football, men’s and women’s basketball, women’s volleyball, men’s and women’s tennis and women’s lacrosse for use during practice and/or competition. This assessment is equitable.</p>
<p>11. Housing and dining facilities and services</p>	<p>The University Housing and Residence Education and the University Food Service provide housing and dining facility accommodations for all student-athletes. The University Athletic Association funds a training table meal four nights each week for student-athletes on athletic scholarship. Training table meals are provided for all eligible student-athletes, regardless of team affiliation or gender. All athletes on scholarship have access to any assistance and available space in residence halls. The University Housing and Residence Education decide resident hall allotments. While all resident hall assignments are decided by the Otis Hawkins Center for Academic and Personal Excellence staff and coaching staff to ensure student-athlete integration into the general student population, as well as interaction with student-athletes from other teams. This assessment is equitable.</p>

Part V – Employment Representation

Table 1. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2020	5	51	1	203	87	0	1,131	18	4	432	1,068	1,500
Number, Fall 2019	3	49	0	207	85	0	1,162	17	2	433	1,092	1,525
1YR Percentage Change	67%	4%		-2%	2%		-3%	6%	100%	0%	-2%	-2%
Number, Fall 2015	1	45	0	189	86	0	1,195	16	2	396	1,138	1,534
5YR Percentage Change	400%	13%		7%	1%		-5%	13%	100%	9%	-6%	-2%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources 2015, 2019, and 2020 Fall Staff (Instructional Faculty). Includes UF Main and UF Online.
 IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

From fall 2019 to fall 2020, there was a loss of 25 tenured instructional faculty. This decline was greater for males than females as female tenured instructional faculty only declined by 1 in the last year. Over the past five years, female tenured instructional faculty has increased by nearly 10%. Hispanic and Black/African American tenured instructional faculty have both increased over the past year.

Comparing to public AAU peer institution average (Exhibit 4), UF has slightly less female tenured instructional faculty (28% vs. 32%). UF does employ a higher percentage of Hispanic tenured instructional faculty (6% vs. 5%) and approximately the same percentage of Black/African American (3%). UF slightly trails the public AAU peers average in the percentage of Asian tenure instructional faculty (14% vs. 15%).

Table 2. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2020	97	30	2	103	58	0	373	13	21	287	410	697
Number, Fall 2019	93	24	2	90	56	0	354	12	22	257	396	653
1YR Percentage Change	4%	25%	0%	14%	4%		5%	8%	-5%	12%	4%	7%
Number, Fall 2015	43	14	0	72	31	0	276	9	3	183	265	448
5YR Percentage Change	126%	114%		43%	87%		35%	44%	600%	57%	55%	56%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources 2015, 2019, and 2020 Fall Staff (Instructional Faculty). Includes UF Main and UF Online.
 IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

Tenure-track instructional faculty has had over a 50% increase in the last five years (fall 2015 to fall 2020). Females and males have increased at similar rates since fall of 2015. Females have increased by 57% and males by 55%. Over the past year, there has been a 7% increase in tenure-track instructional faculty. Since fall 2015, there have been gains in every race/ethnicity category except Native Hawaiian/Other Pacific Islander. Black/African American tenure-track instructional faculty has doubled, and Hispanic has nearly doubled over the past five years. Every race/ethnicity category except Native Hawaiian/Other Pacific Islander

has also increased tenure-track instructional faculty over the past year with Black/African American tenure-track instructional faculty having the largest percent change (25%).

The average female tenure-track instructional faculty at public AAU institutions is nearly 45%. UF lags 5% this average in employing female tenure-track instructional faculty. UF also slightly trails public AAU institution averages in several race/ethnicity categories. Black/African American, Asian, and NRA tenure-track faculty lag by approximately one percent in fall 2019. However, Hispanic tenure-track instructional faculty at UF is almost three percent higher than the average at public AAU peer institutions.

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 2020	34	43	2	38	61	1	522	10	4	430	285	715
Number, Fall 2019	39	47	2	41	62	1	534	10	2	436	302	738
1YR Percentage Change	-13%	-9%	0%	-7%	-2%	0%	-2%	0%	100%	-1%	-6%	-3%
Number, Fall 2015	24	32	1	40	33	2	351	3	7	273	220	493
5YR Percentage Change	42%	34%	100%	-5%	85%	-50%	49%	233%	-43%	58%	30%	45%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources 2015, 2019, and 2020 Fall Staff (Instructional Faculty). Includes UF Main and UF Online.

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

Since fall 2015, non-tenure track instructional faculty has increased (45%) but not as high as tenure-track (56%). Over the past five years, female non-tenure track faculty has increased more than males (58% vs. 30%), but over the past year (fall 2019 to fall 2020), non-tenure track faculty has decreased for both females and males. Hispanic, Black/African American, and NRA non-tenure track faculty have all increased since fall 2015. Hispanic non-tenure instructional faculty have the largest gain, nearly doubling (33 to 61).

UF employs a higher percentage of female non-tenure track instructional faculty than the average of public AAU peer institutions (59% vs. 50%). UF also employs a higher percentage of Hispanic and Black/African American non-tenure track instructional faculty but trails public AAU peer institutions in Asian and NRA.

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 2020	0	97	3	28	82	2	885	13	3	640	473	1,113
Number, Fall 2019	1	87	3	27	75	1	858	13	4	603	466	1,069
1YR Percentage Change	-100%	11%	0%	4%	9%	100%	3%	0%	-25%	6%	2%	4%
Number, Fall 2015	1	53	1	23	44	0	755	12	4	445	448	893
5YR Percentage Change	-100%	83%	200%	22%	86%		17%	8%	-25%	44%	6%	25%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources 2015, 2019, and 2020 Fall Staff - Full-Time Management Occupations (11-0000). Includes UF Main and UF Online.

UF increased in the Executive/Administrative/Managerial category (Management Occupations in IPEDS HR) since fall 2015 by 25% and has slightly increased over the past year by 4%. Females have increased at a higher rate than males in management occupations over the past five years (44% vs. 6% percent change). Females also represent the majority in the management occupations category. Hispanic, Black/African American, and Asian have all increased in management occupations over the past five years.

Comparing to public AAU peer institutions, UF has a slightly higher percentage of females in management occupations (56% vs. 55%). Management occupations at UF among Black/African Americans and Hispanics are above the average at peer institutions, but Asians are below by approximately two percent.

Part VI – Areas of Improvement/Achievement

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)	Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (Identified in Last Year)
UF faculty and staff with increasingly diverse demographic and geographic characteristics.	UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
A university climate that is inclusive, supportive and respectful to all.	A university climate that is inclusive, supportive and respectful to all.
	Diverse, robust educational and interdisciplinary areas of excellence.

2020 Areas of Improvement Pertaining to Academic Services, Programs, Student Enrollment, and Employment Representation	Associated Metrics
UF faculty and staff with increasingly diverse demographic and geographic characteristics.	<ul style="list-style-type: none"> • Geographic diversity, including out of state and international students, faculty, and staff. • Racial/ethnic, cultural, and socioeconomic diversity. • Diversity across other demographic characteristics (e.g. gender, disabilities).
A university climate that is inclusive, supportive and respectful to all.	<ul style="list-style-type: none"> • Number and scope of activities and programs that promote diversity. • Opportunities for interactions among people having a diversity of experiences and backgrounds. • Annual reports from UPD and student affairs regarding discriminatory activity.

Part VII – Protected Class Representation in the Tenure Process

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

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	19	1	0	0	18
Black or African American	4	0	0	0	4
Hispanic	10	1	0	0	9
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	1	0	0	0	1
White	73	3	1	0	69
Other, Not Reported	1	0	0	0	1
Total Male (Include Other, Not Reported)	108	5	1	0	102
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	15	0	0	0	15
Black or African American	5	0	0	0	5
Hispanic	6	0	0	0	6
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	58	0	1	0	57
Other, Not Reported	2	0	0	0	2
Total Female (Number and Percent)	86	0	1	0	85
	44.3%	0%	16.6%	0%	45.4%
GRAND TOTAL	194	5	6	0	187

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

Part VIII – Promotion and Tenure Committee Composition

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

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
College of Agricultural & Life Sciences	9	5	0	0	32	6	0	0	15	10	0	0	231	160	1	1	288	182
Ag-Ag Ed And Communication	0	0	0	0	0	0	0	0	0	1	0	0	6	4	0	0	6	5
Ag-Agricul / Biological Eng	0	0	0	0	5	2	0	0	1	0	0	0	8	2	0	0	14	4
Ag-Agronomy	0	0	0	0	2	1	0	0	0	0	0	0	5	1	0	0	7	2
Ag-Animal Sciences	0	1	0	0	1	0	0	0	0	0	0	0	9	4	1	0	11	5
Ag-Center-Aqua / Invas Plnts	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
Ag-County Operations	3	2	0	0	1	1	0	0	3	4	0	0	45	85	0	0	52	92
Ag-Crec-Lake Alfred	0	0	0	0	1	0	0	0	0	0	0	0	7	2	0	1	8	3
Ag-Ctr Landscp Conserv Ecology	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Ag-Dean For Research	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	-
Ag-Dean For Academic Programs	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Ag-Entomology And Nematology	1	0	0	0	0	0	0	0	0	0	0	0	8	4	0	0	9	4
Ag-Environmental Horticulture	0	0	0	0	0	0	0	0	2	0	0	0	6	4	0	0	8	4
Ag-Erec-Belle Glade	1	0	0	0	1	0	0	0	0	0	0	0	3	1	0	0	5	1
Ag-Extension Administration	0	0	0	0	1	0	0	0	0	0	0	0	3	1	0	0	4	1
Ag-Fam Youth / Comm Sci	0	0	0	0	1	1	0	0	0	2	0	0	6	5	0	0	7	8
Ag-Flrec-Ft Lauderdale	0	0	0	0	1	0	0	0	0	0	0	0	4	2	0	0	5	2
Ag-Fmel-Vero Beach	0	1	0	0	0	0	0	0	1	0	0	0	2	1	0	0	3	2
Ag-Food / Resources Economics	0	0	0	0	1	0	0	0	0	0	0	0	6	4	0	0	7	4

Ag-Food Science / Human Nutr	0	0	0	0	1	0	0	0	0	0	0	0	7	7	0	0	8	7
Ag-Grec - Balm	0	0	0	0	2	0	0	0	0	1	0	0	7	0	0	0	9	1
Ag-Hillsborough Cc-Plant City	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-	
Ag-Horticultural Sciences	0	1	0	0	2	1	0	0	3	0	0	0	10	3	0	0	15	5
Ag-Irrec-Ft. Pierce	0	0	0	0	1	0	0	0	0	0	0	0	4	0	0	0	5	-
Ag-Livestock Innovation Lab	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	-
Ag-Microbiology / Cell Sci	2	0	0	0	1	0	0	0	1	1	0	0	8	5	0	0	12	6
Ag-Mrec-Apopka	0	0	0	0	1	0	0	0	0	0	0	0	5	0	0	0	6	-
Ag-Nature Coast Biological Sta	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Ag-Nfrec-Quincy	0	0	0	0	1	0	0	0	2	0	0	0	6	3	0	0	9	3
Ag-One Health Center	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Ag-Plant Pathology	0	0	0	0	1	0	0	0	0	0	0	0	7	5	0	0	8	5
Ag-Public Issues Education Ctr	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Ag-Rcrec-Ona	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	2	1
Ag-Schl For, Fish, & Geomatics	0	0	0	0	1	0	0	0	2	0	0	0	20	4	0	0	23	4
Ag-Soil And Water Science	0	0	0	0	2	0	0	0	0	0	0	0	7	1	0	0	9	1
Ag-Swfrec-Immokalee	0	0	0	0	1	0	0	0	0	0	0	0	1	2	0	0	2	2
Ag-Trec-Homestead	1	0	0	0	2	0	0	0	0	0	0	0	2	0	0	0	5	-
Ag-Vp-Agriculture / Nat Res	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
Ag-Wfrec-Jay	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1
Ag-Wildlife Ecology / Conserv	0	0	0	0	1	0	0	0	0	0	0	0	11	5	0	0	12	5
Ag-Youth,families& Communities	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	-	2
College of Business Administration (Warrington)	2	0	0	0	11	4	0	0	1	0	0	0	29	3	1	0	44	7
Ba-Finance	0	0	0	0	1	0	0	0	1	0	0	0	10	0	1	0	13	-
Ba-Fisher School Of Accounting	1	0	0	0	0	1	0	0	0	0	0	0	5	0	0	0	6	1
Ba-Info Sys & Operations Mgt	0	0	0	0	8	1	0	0	0	0	0	0	1	1	0	0	9	2
Ba-Management	1	0	0	0	1	1	0	0	0	0	0	0	5	2	0	0	7	3
Ba-Marketing	0	0	0	0	1	1	0	0	0	0	0	0	7	0	0	0	8	1
Ba-Office Of The Dean	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
College of Dentistry	0	0	0	0	3	1	0	0	3	3	0	0	19	4	0	0	25	8

Dn-Commyty Based Programs	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	-
Dn-Dean's Office	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
Dn-Endodontics	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	-	1
Dn-Oral Biology	0	0	0	0	1	0	0	0	1	0	0	0	2	3	0	0	4	3
Dn-Oral Diagnostic Sciences	0	0	0	0	1	1	0	0	0	0	0	0	2	0	0	0	3	1
Dn-Orthodontics	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	-
Dn-Osds	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	4	-
Dn-Pediatric Dentistry	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	-
Dn-Periodontics	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	-
Dn-Restorative Dental Sciences	0	0	0	0	0	0	0	0	0	2	0	0	2	1	0	0	2	3
College of Design, Construction & Planning	2	0	0	0	4	2	0	0	3	2	1	0	20	8	0	0	30	12
Dcp-Dean's Office	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	1
Dcp-Interior Design	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	2	1
Dcp-Landscape Architecture	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	2	1
Dcp-Rinker Sch Of Constr Mgmt	0	0	0	0	2	0	0	0	1	0	0	0	6	1	0	0	9	1
Dcp-School Of Architecture	1	0	0	0	1	1	0	0	1	1	1	0	8	3	0	0	12	5
Dcp-Urban Regional / Planning	0	0	0	0	1	0	0	0	0	0	0	0	2	3	0	0	3	3
College of Education	1	3	0	0	1	2	0	0	1	1	2	0	18	32	0	0	23	38
Ed-Dn Office	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
Ed-Office Of Evaluation / Res	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	1
Ed-Pk Yonge Dev Research Schl	1	0	0	0	0	0	0	0	0	1	0	0	5	11	0	0	6	12
Ed-Shdose-Schl Of Hum Dev&org	0	0	0	0	0	1	0	0	1	0	0	0	3	3	0	0	4	4
Ed-Sped Special Education	0	1	0	0	0	0	0	0	0	0	1	0	5	9	0	0	6	10
Ed-Stl Schl-Teach / Learn	0	1	0	0	1	1	0	0	0	0	1	0	3	8	0	0	5	10
Ed-Student Services	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
College of Engineering	7	6	0	0	50	10	0	0	7	2	1	1	100	21	0	0	165	40
Eg-Academic Activity	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Eg-Biomedical Engineering	0	1	0	0	1	0	0	0	0	0	0	1	9	4	0	0	10	6
Eg-Chemical Engineering	0	0	0	0	3	0	0	0	2	0	0	0	9	1	0	0	14	1
Eg-Computer / Info Sci & Eng	1	1	0	0	11	3	0	0	1	0	1	0	14	4	0	0	28	8

Eg-Electrical / Computer Eng	1	1	0	0	12	1	0	0	2	1	0	0	21	2	0	0	36	5
Eg-Eng Sch Sustain Infrst Env	3	1	0	0	4	3	0	0	1	1	0	0	16	2	0	0	24	7
Eg-Engineering Administration	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	3	1
Eg-Industrial / Systems Eng	0	0	0	0	1	0	0	0	0	0	0	0	3	1	0	0	4	1
Eg-Materials Sci Engineering	0	2	0	0	3	0	0	0	1	0	0	0	9	3	0	0	13	5
Eg-Mechanical / Aerospace Eng	1	0	0	0	14	3	0	0	0	0	0	0	17	3	0	0	32	6
College of Health & Human Performance	0	1	0	0	1	1	0	0	2	1	0	0	11	9	0	0	14	12
Hh-Applied Physio/Kinesiology	0	0	0	0	0	0	0	0	1	0	0	0	6	2	0	0	7	2
Hh-Health Education Behavior	0	1	0	0	0	0	0	0	0	1	0	0	1	2	0	0	1	4
Hh-Hhp Dean's Office	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1
Hh-Sport Management	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	3	1
Hh-Tourism/Hosp/Evt Mgt (Them)	0	0	0	0	0	1	0	0	0	0	0	0	0	3	0	0	-	4
College of Journalism & Communications	0	3	0	0	2	4	0	0	1	0	1	0	13	11	1	0	18	18
Cjc-Advertising	0	1	0	0	0	1	0	0	0	0	0	0	1	4	1	0	2	6
Cjc-Journalism	0	1	0	0	1	0	0	0	0	0	0	0	7	2	0	0	8	3
Cjc-Journalism/Communica-Dean	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1
Cjc-Public Relations	0	0	0	0	0	2	0	0	0	0	0	0	0	3	0	0	-	5
Cjc-Telecommunications	0	1	0	0	1	1	0	0	1	0	1	0	2	1	0	0	5	3
College of Law	3	2	0	0	2	0	0	0	2	1	0	1	19	11	0	0	26	15
Lw-Deans Office	3	2	0	0	2	0	0	0	2	1	0	1	18	11	0	0	25	15
Lw-Legal Information Ctr	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
College of Liberal Art & Sciences	6	6	0	0	21	8	0	0	16	7	4	2	217	98	2	1	266	122
Center-Latin Amer Studies	0	1	0	0	0	0	0	0	4	2	1	0	2	3	0	0	7	6
Ls-African American Studies	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	-
Ls-African Studies Program	1	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	2	2
Ls-Anthropology	0	0	0	0	0	0	0	0	1	0	0	0	11	4	0	0	12	4
Ls-Astronomy	0	0	0	0	0	0	0	0	2	0	0	0	1	1	0	0	3	1
Ls-Bebr Main Bureau	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Ls-Biology	0	1	0	0	3	0	0	0	1	0	1	0	17	5	0	0	22	6
Ls-Chemistry	0	0	0	0	3	0	0	0	1	2	1	0	19	5	0	0	24	7

Ls-Clas Academic Advising	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Ls-Classics	0	1	0	0	0	0	0	0	0	1	0	0	2	1	0	0	2	3
Ls-Deans Office	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Ls-Economics	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	6	-
Ls-English	2	1	0	0	0	1	0	0	1	0	0	0	11	10	1	0	15	12
Ls-European Studies	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Ls-Geography	0	0	0	0	1	0	0	0	0	0	0	0	6	5	0	0	7	5
Ls-Geology	0	0	0	0	0	0	0	0	0	0	0	0	11	2	1	0	12	2
Ls-Graham Center	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Ls-History	0	0	0	0	0	0	0	0	1	1	0	0	11	8	0	0	12	9
Ls-Humanities-Public Sphere	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Ls-Jewish Studies	0	0	0	0	1	0	0	0	0	0	0	0	4	0	0	0	5	-
Ls-Language Literature&culture	2	0	0	0	1	2	0	0	0	0	0	0	7	12	0	0	10	14
Ls-Linguistics	0	0	0	0	0	1	0	0	0	0	0	0	2	5	0	0	2	6
Ls-Mathematics	0	0	0	0	4	1	0	0	1	0	0	0	25	1	0	0	30	2
Ls-Philosophy	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	6	1
Ls-Physics	0	0	0	0	5	1	0	0	1	0	0	0	25	2	0	0	31	3
Ls-Political Science	0	1	0	0	0	0	0	0	0	0	0	1	17	3	0	0	17	5
Ls-Psychology	0	0	0	0	1	0	0	0	1	0	0	0	10	8	0	0	12	8
Ls-Religion	0	0	0	0	0	1	0	0	0	0	0	0	6	0	0	1	6	2
Ls-Sociology/Criminology&law	0	0	0	0	0	0	0	0	0	0	0	0	8	8	0	0	8	8
Ls-Spanish&portuguese Studies	0	0	0	0	0	0	0	0	2	0	0	1	0	4	0	0	2	5
Ls-Statistics	0	0	0	0	2	0	0	0	0	1	0	0	4	0	0	0	6	1
Ls-Womens Studies	0	1	0	0	0	1	0	0	0	0	0	0	0	5	0	0	-	7
College of Medicine	2	1	0	0	27	4	0	0	12	2	0	1	169	43	1	0	211	51
Md-Aging / Geriatric Research	0	0	0	0	1	0	0	0	1	0	0	0	4	1	0	0	6	1
Md-Anatomy	0	0	0	0	3	0	0	0	0	0	0	0	5	1	0	0	8	1
Md-Anesthesiology	0	0	0	0	1	0	0	0	0	0	0	0	7	3	0	0	8	3
Md-Biochem / Molecular Biol	0	1	0	0	1	0	0	0	0	0	0	0	9	2	0	0	10	3
Md-Com Dean's Office	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
Md-Community Hlth / Family Med	0	0	0	0	1	0	0	0	0	0	0	0	5	0	0	0	6	-

Md-Emergency Medicine	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	-
Md-Health Outcomes & Bmi	0	0	0	0	1	0	0	0	0	0	0	0	5	2	0	0	6	2
Md-Medicine	1	0	0	0	4	0	0	0	4	0	0	0	28	7	0	0	37	7
Md-Molecular Gentics / Microbio	0	0	0	0	3	1	0	0	0	0	0	1	11	3	0	0	14	5
Md-Neurological Surgery	1	0	0	0	3	0	0	0	0	0	0	0	6	0	0	0	10	-
Md-Neurology	0	0	0	0	2	0	0	0	1	0	0	0	3	1	1	0	7	1
Md-Neuroscience	0	0	0	0	0	1	0	0	1	1	0	0	9	5	0	0	10	7
Md-Obstetrics / Gynecology	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
Md-Ophthalmology	0	0	0	0	0	1	0	0	0	0	0	0	3	0	0	0	3	1
Md-Orthopaedics / Rehab	0	0	0	0	0	0	0	0	0	0	0	0	8	2	0	0	8	2
Md-Otolaryngology	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Md-Pathology	0	0	0	0	1	1	0	0	0	0	0	0	10	2	0	0	11	3
Md-Pediatrics	0	0	0	0	2	0	0	0	1	0	0	0	13	6	0	0	16	6
Md-Pharmacology / Therapeutics	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	7	-
Md-Physiology Functional Genom	0	0	0	0	0	0	0	0	1	0	0	0	3	1	0	0	4	1
Md-Psychiatry	0	0	0	0	0	0	0	0	1	0	0	0	4	3	0	0	5	3
Md-Radiation Oncology	0	0	0	0	2	0	0	0	0	0	0	0	6	2	0	0	8	2
Md-Radiology	0	0	0	0	0	0	0	0	0	1	0	0	5	1	0	0	5	2
Md-Surgery	0	0	0	0	0	0	0	0	1	0	0	0	13	1	0	0	14	1
Md-Urology	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2	-
College of Medicine - Jacksonville	3	0	0	0	1	1	0	0	1	0	0	0	16	3	0	0	21	4
Jx-Dean-Jacksonville	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	-
Jx-Emergency Medicine-Jax	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Jx-Medicine At Jax	0	0	0	0	0	0	0	0	0	0	0	0	7	1	0	0	7	1
Jx-Neurology-Jacksonville	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Jx-Ob/Gyn-Jacksonville	1	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	4	-
Jx-Oral And Maxillofacial Srgy	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Jx-Pathology-Jacksonville	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Jx-Pediatrics-Jacksonville	1	0	0	0	1	1	0	0	0	0	0	0	2	0	0	0	4	1
Jx-Surgery-Jacksonville	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-

College of Nursing	0	1	0	0	0	1	0	0	0	0	1	0	0	1	8	0	0	1	11
Nr-Bns-Biobehavioral Nur Sci	0	0	0	0	0	1	0	0	0	0	0	0	0	0	5	0	0	-	6
Nr-Fch-Famly Comm Hlth Sys Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Nr-Office Of The Dean	0	1	0	0	0	0	0	0	0	0	1	0	0	1	2	0	0	1	4
College of Pharmacy	0	1	0	0	6	2	0	0	0	0	0	2	0	14	8	1	0	23	11
Ph-Medicinal Chemistry	0	0	0	0	3	0	0	0	0	0	0	0	0	3	2	0	0	6	2
Ph-Office Of The Dean	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	2
Ph-Pharm Outcomes & Policy	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	-	2
Ph-Pharmaceutics	0	0	0	0	1	0	0	0	0	0	1	0	0	2	0	0	0	4	-
Ph-Pharmacodynamics	0	0	0	0	2	0	0	0	0	0	1	0	0	3	1	0	0	6	1
Ph-Pharmtherapy Trnsl Rsch	0	1	0	0	0	1	0	0	0	0	0	0	0	4	2	1	0	5	4
College of Public Health & Health Professions	0	0	0	0	7	2	0	0	0	0	0	1	0	23	13	1	0	32	15
Hp-Clinical / Hlth Psychology	0	0	0	0	0	0	0	0	0	0	1	0	0	9	3	0	0	10	3
Hp-Environmental Global Hlth	0	0	0	0	1	0	0	0	0	0	0	0	0	2	1	0	0	3	1
Hp-Health Services Admin	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Hp-Occupational Therapy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	-	3
Hp-Office Of The Dean	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Hp-Physical Therapy	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	1	0	5	1
Hp-Slp Lang & Hearing Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	1	3
Phhp-Com Biostatistics	0	0	0	0	5	1	0	0	0	0	0	0	0	1	1	0	0	6	2
Phhp-Com Epidemiology	0	0	0	0	1	1	0	0	0	0	0	0	0	4	1	0	0	5	2
College of the Arts	2	1	0	1	1	1	0	0	4	1	0	0	0	32	18	0	0	39	22
Cota-Art	0	0	0	1	1	0	0	0	1	1	0	0	0	7	9	0	0	9	11
Cota-Dean's Office	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	2
Cota-Music	1	0	0	0	0	0	0	0	2	0	0	0	0	16	6	0	0	19	6
Cota-Theatre	1	0	0	0	0	1	0	0	1	0	0	0	0	7	2	0	0	9	3
Dw-Digital World	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
College of Veterinary Medicine	1	0	0	0	3	1	0	0	4	2	1	0	0	23	11	0	0	32	14
Vm-Comp, Diag & Pop Medicine	0	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Vm-Dean' S Office	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	-

Vm-Infect Disease & Immunology	1	0	0	0	2	1	0	0	0	0	1	0	5	2	0	0	9	3
Vm-Lacs	0	0	0	0	0	0	0	0	3	1	0	0	4	2	0	0	7	3
Vm-Phy Sci	0	0	0	0	0	0	0	0	0	0	0	0	7	1	0	0	7	1
Vm-Sacs	0	0	0	0	1	0	0	0	0	1	0	0	4	4	0	0	5	5
Florida Museum of Natural History	0	0	0	0	1	0	0	0	0	0	0	0	18	4	0	0	19	4
Nh-Director's Office	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Nh-Natural History	0	0	0	0	1	0	0	0	0	0	0	0	17	4	0	0	18	4
George A. Smathers Libraries	0	1	0	0	0	0	0	0	0	1	0	0	11	22	0	1	11	25
Lb-Access Services Department	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Lb-Acquisitions / Licensing	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Lb-Digital Library Center	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Lb-Digital Partner & Strategy	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Lb-Director Of Libraries	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Lb-Government Documents	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Lb-Hsc Library	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	1	-	5
Lb-Humanities / Social Sci	0	0	0	0	0	0	0	0	0	0	0	0	2	6	0	0	2	6
Lb-Marston Science Library	0	1	0	0	0	0	0	0	0	0	0	0	1	5	0	0	1	6
Lb-Spec / Area Studies Collect	0	0	0	0	0	0	0	0	0	1	0	0	5	3	0	0	5	4
Health Science Center	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Ha-Administration	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Institute of Food & Agricultural Sciences(IFAS)	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Florida Sea Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Office of the President	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
Pr-President's Office	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
Office of the Provost	1	0	0	0	1	0	0	0	1	0	0	0	12	3	0	0	15	3
Gr-Grad School Operations	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	-
Ip-International Center-Gen	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	-
Pv-Honors Office	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Pv-Undergraduate Studies	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Pv-Vice President's Office	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	-

Whitney Labs	0	0	0	0	1	0	0	0	0	0	0	0	0	4	2	0	0	5	2
UF RESEARCH	0	0	0	0	0	0	0	0	0	0	0	0	0	5	1	0	0	5	1
Re-Emerging Pathogens	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Re-Genetics Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Re-Informatics Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-
Re-Vp For Research	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	-
Re-Water Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	1
Grand Total	39	31	0	1	174	50	0	0	73	34	13	5	1004	492	8	3	1,311	616	

Note: Committee composition can vary by department, but typically includes tenured faculty. The figures shown are the tenured/permanent faculty by college/unit and department.

Part IX – Other Requirements

Budget Plan

Program	Goals/Strategies	2020-2021 Allocation
Chief Diversity Office	Expand Inclusion, Diversity, Equity and Access (IDEA)	\$740,000
ADA and Title IX Office	Training, prevention, and compliance	\$676,500
Building Accessibility Improvements	Improve building accessibility on campus.	\$200,000
Target of Opportunity	Increase the number of diverse faculty through spousal/partner hires	\$1,000,000
Bridge to Doctorate Program	Recruit post- baccalaureate underrepresented minorities to pursue Ph.D. degrees in STEM	\$534,000
Delores Auzenne Dissertation Award	Competitively awarded funding aimed at underrepresented minority Ph.D. candidates	\$120,000
FAMU Feeder Fellowships	Matches qualified FAMU graduates interested in pursuing a graduate degree with one of the admission/financial aid packages reserved for them at over 40 graduate degree-granting institutions across the nation. UF annually funds up to 5 newly enrolled FAMU feeder students interested in pursuing PhD or MFA degrees.	\$130,000
Graduate Diversity Enhancement Top-ups	Designed to promote the diversity of the graduate student body by providing financial supplements of up to \$5,000 per year for up to four years to aid academic units in recruiting highly competitive underrepresented minority Ph.D. applicants to enroll at UF.	\$80,000
McKnight Doctoral Fellowship	Designed to address the under-representation of African American and Hispanic faculty at colleges and universities in the state of Florida by increasing the pool of qualified citizens with Ph.D. degrees to teach at the college and university levels.	\$1,300,000

Bernie and Chris Machen Florida Opportunity Scholars (MFOS) Program	High school graduates from families earning less than \$40,000 a year and neither parent holds a college degree can qualify for the MFOS program. Demographic breakdown of MFOS students during 2017-2018 reflect 28% Black, 40% Hispanic, 13% Asian, and 18% White. 64% of recipients are female, and 36% are male.	\$10,500,000
Racial Justice Research Fund	Fund to support research and scholarship that will inform understanding of the Black experience, racial justice, diversity, equity and inclusion on campus and beyond	\$400,000
UF/Santa Fe College Faculty Development Project	Partnership between the University of Florida and local Santa Fe College that aims to increase faculty diversity at Santa Fe College while providing doctoral students at UF with valuable teaching experience	\$180,000

President’s Evaluation

The Board of Trustees evaluates the president’s performance annually, including progress towards equity and diversity goals. It was determined by the BOT that the President met his goals at the 100% level. The evaluation was discussed with President Fuchs and the Chairman of the Board of Governors per BOG procedures.

Top Administrators’ Evaluation

Top administrators have diversity and equity accomplishments evaluated in their annual evaluations. The President completes annual performance reviews for the Senior Vice President for Health Affairs, the Senior Vice President for Agriculture and Natural Resources, the Senior Vice President and Provost, and the Senior Vice President and Chief Operating Officer and all have sustained performance.