



Human Resources

Florida Equity Report



2021 - 2022





Florida Equity Report
Enrollment, Gender Equity in Athletics, and Employment
Report Year: 2022
Data Year: 2021-2022

Approved by:

Mori Hosseini, Chair, UF Board of Trustees

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Date

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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, Enrollment Management, and the Office of the Chief Diversity Officer to compile the Florida Equity Report with several university departments also contributing. The President of the University of Florida reviews and approves the institution's report prior to submittal to the Chair of the UF Board of Trustees for final approval pursuant to the Florida Board of Governor's Regulation.

Summary of Institutional Progress

The University of Florida policies for non-discrimination and compliance with Title IX were reviewed in 2021-2022 by the UF Human Resources, Office of the General Counsel, Office of Accessibility and Gender Equity, and the Office of the Chief Diversity Officer (CDO). Technical revisions were made as a result of guidance from the Federal Department of Education and current best practices.

UF has continued to make progress in academic programs and Covid-19 had little effect on First-Time-In-College (FTIC) and underrepresented students at the University of Florida. The total number of students in the FTIC entering class for fall 2021 increased by 536 from five years prior. Female FTIC students represent 56% of the entering class. The percentage of Hispanic, Asian, and multiracial ("Two or more races") students increased, while Black, White, and nonresident alien (NRA) FTIC students decreased. Between fall 2016 and fall 2021, White students decreased from 56% to 51%, and minority students (including "Two or more races") increased from 40% to 45% of the entering FTIC cohort.

The University Athletic Association (UAA) and the UAA Title IX Committee fully complied with the Gender Equity in Athletics section. The 2021-2022 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.

UF continues to make progress with inclusion, diversity, equity, access, and anti-racism and has improved the representation of 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 training aimed at preventing sexual discrimination and harassment of employees or students. Working with the Provost office 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 university is offering a three-part webinar series, Certificate in Multicultural Mentoring, which is sponsored by the Chief Diversity Officer and the Provost. It was offered once per semester starting in 2020, and then in 2021 we partnered with the SEC to bring the content to institutions in the network. Almost 500 faculty and staff have earned their certificates.

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.

Budget

The University of Florida continues to increase the resources that support equity goals. In 2021, the University of Florida Board of Trustees made a \$5 million commitment to student aid for low income (Pell) students. In 2021-2022, the University allocated the first \$2 million to students awarded the UF Excellence Grant, a financial aid program for low income, first time in college, high achieving students to offer them a path to graduate debt-free. The University invested resources this year launching a number of inclusion, diversity, equity, and access training programs for faculty, staff, and students. Additionally, the University awarded almost \$1 million 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. A commitment of an additional \$400,000 was made in 2022 for the second round of funding. The University continues to invest in the Bernie and Chris Machen Florida Opportunity Scholars (MFOS) Program.

Conclusion

After analyzing the data contained in this 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 this report shows the University's progress in maintaining an equitable working and learning environment.

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:

[UF Policy Hub](#)

[TEAMS Handbook](#)

[Student Code of Conduct](#)

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	94	96	5	443	782	1	1711	194	63	3389
Women	52	226	4	496	1016	0	2237	256	63	4350
Total Fall 2021	146	322	9	939	1798	1	3948	450	126	7739
Category % of Total Fall 2021	2%	4%	0%	12%	23%	0%	51%	6%	2%	100%
Total FTIC Fall 2016	148	413	8	690	1420	12	4019	322	171	7203
Category % of Total Fall 2016	2%	6%	0%	10%	20%	0%	56%	4%	2%	100%
Percentage Change in number from Fall 2016 to Fall 2021	-0.2%	-1.6%	0.0%	2.6%	3.5%	-0.2%	-4.8%	1.3%	-0.7%	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 2021 First-Time-In-College (FTIC) students increased from five years prior. Female FTIC students now represent 56% of the entering class. Hispanic, Asian, Two or more, entering students increased while Black/African American White, and nonresident alien (NRA) FTIC students decreased from fall 2016. In fall 2016, White entering students were 56% and minority students represented 30% of the entering class. In fall 2021, minority students have increased to 33% and White students decreased to 51%. In this report, minority students include Black, American Indian, Hispanic, Native Hawaiian/Pacific Islander, and Two or More Races.

We also compare the diversity of UF entering cohorts to public peer institutions in the Association of American University (AAU) as of fall 2020 (Part III-Analysis, Table 1). UF has a much higher percentage of minority students (33% to 24%). In reviewing individual race/ethnicity categories, UF is slightly higher than AAU public peers in Black students (5% compared to 4%). UF has a much higher proportion of Hispanic students (23% versus 14%) and lower proportion of Asian students (12% versus 19%). The remaining categories (American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander) are few in number at UF and at AAU peer schools, as these groups are a small percentage of the national, college-bound population. UF has a higher percentage of females (58% compared to 53%).

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 2021	62	87	0	70	572	0	845	73	30	947	792	1739
Category % of Total Fall 2021	4%	5%	0%	4%	33%	0%	49%	4%	2%	54%	46%	100%
Total Fall 2016	70	121	10	76	460	5	970	14	93	959	860	1819
Category % of Total Fall 2016	4%	7%	1%	4%	25%	0%	53%	1%	5%	53%	47%	100%
Category % Change from 2016 to 2021	-0.3%	-1.6%	-0.5%	-0.2%	7.6%	-0.3%	-4.7%	3.4%	-3.4%	1.7%	-1.7%	0%

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

The number of students with associate degrees transferring from Florida Community Colleges in fall 2021 decreased 4.4% since fall 2016, from 1819 to 1739. At the same time the number of minority transfer students increased 20%, from 610 to 732. The percentage of Hispanic students increased from 25% to 33%. The percentage of Black students in the AA transfer population decreased from 7% to 5%. The number of females decreased, but the percentage of females increased from 53% to 55%.

When comparing to AAU public peer transfer student enrollment (Part III-Analysis, Table 2), UF has nearly double the average percentage of Hispanic transfer students at AAU publics (30% vs. 17%). It is also important to note that the transfer counts for UF do not include all transfers, because the state focuses on

transfers from Florida College System schools. UF is slightly higher in the percentage of Black/African American transfer students (5.4% vs. 5.1%), 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 2020 Cohort	105	360	3	806	1578	0	3639	343	134	4048	2920	6968
Category % of Total	2%	5%	0%	12%	23%	0%	52%	5%	2%	58%	42%	100%
Enrolled Fall 2021	98	346	2	784	1525	0	3495	328	132	3908	2802	6710
Retention Rate	93%	96%	67%	97%	97%		96%	96%	99%	97%	96%	96%

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: SIFP and SIF, FTICs who matriculated in Fall 2020, plus those FTICs who matriculated in Summer 2020 and enrolled in Fall 2021. Includes UF Main and UF Online.

Overall first-year retention rates for FTIC students decreased from 97% to 96%. The female and male retention rate stayed the same at 97% and 96% respectively from the prior year. The retention rate for Black students decreased from 97% to 96%, matching the overall retention rate. Asian and NRA students also declined by 1%. The biggest decrease was 4% for non-resident students. 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 67%. The federal IPEDS surveys do not collect retention by race/ethnicity.

Table 4. Six-Year Graduation Rate of First-Time, Full-Time Students Who Entered in Summer or Fall 2015, and Percent Still Enrolled After Six Years

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2015 Cohort	80	425	7	589	1410	57	3830	286	125	4013	2796	6809
Category % of Total	1%	6%	0%	9%	21%	1%	56%	4%	2%	59%	41%	100%
Number of Graduates within 6 yrs from cohort	68	357	5	536	1290	55	3478	265	110	3699	2465	6164
Percent Graduated	85%	84%	71%	91%	91%	96%	91%	93%	88%	92%	88%	91%
Number Still Enrolled in 6th Year from cohort	1	9	0	5	12	0	32	2	2	20	43	63
Percent Retained	1%	2%	0%	1%	1%	0%	1%	1%	2%	0%	2%	1%

Note: FTIC includes Beginners and Early Admits. Bachelor's Degree Seeking Adjusted cohort.
Source: IPEDS Graduation Rates 2021-22 Report (2015 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 first-time, full-time entering cohort in 2015 is 91%. This is an improvement from 89% for the previous cohort. The female graduation rate (92%) is higher than the rate for males (88%). White, Hispanic, and Asian students graduate at the same rate (91%). The graduation rate for Black/African American students is lower at 84%.

Comparing to the 2013 cohort for public peers in AAU (Exhibit 1), UF ranks 7th and our graduation rate for that cohort was below 90%. The top six 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 5th among AAU public peers, Black/African American students ranked 5th, and Asian students ranked 14th. Female students are also highly ranked (7th) with a graduation rate of 91%. Among Florida State University System (SUS) institutions, UF has the highest overall six-year graduation rate (Exhibit 1.b) and has the highest graduation rates among Black, Hispanic, two or more races, White, and female students.

Table 5. Bachelor's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	101	183	8	392	1010	10	2349	143	148	4344
Female	100	384	14	463	1413	6	3155	246	183	5964
Total	201	567	22	855	2423	16	5504	389	331	10308
Category % of Total	2%	6%	0%	8%	24%	0%	53%	4%	3%	100%
AY 2015-16										
Male	58	172	12	277	680	21	2302	73	93	3688
Female	40	377	16	335	988	53	2690	127	137	4763
Total	98	549	28	612	1668	74	4992	200	230	8451
Category % of Total	1%	6%	0%	7%	20%	1%	59%	2%	3%	100%

Source: IPEDS Completions 2021-22, and 2016-17 reports (degrees awarded AY 2020-21, and AY 2015-16), 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 years by 22%. The number of bachelor's degrees earned by Hispanic, Asian, Two or more, and NRA students has been increasing over the past five years. Bachelor's degrees for Black/African Americans students have remained constant at 6% of bachelor degrees awarded. Minority students represent 41% of bachelor's degrees produced at UF in 2020-21. The percentage of bachelor's degrees awarded to women increased from 56% to 58%.

Compared to degrees awarded in 2019-20 at public AAU peers (Part III-Analysis, Table 5), UF has a much higher percentage of Hispanic degrees granted (22% vs. 13%). UF is also higher for Bachelor's degrees awarded to Black/African American students (5.5% vs 4.0%), but has a lower percentage of Asian and NRA students. UF ranks in the top ten among public AAU peers for the number of bachelor's degrees awarded to minority students (Exhibit 2-Minority). UF ranks 4th among public AAU institutions for the number of bachelor's degrees awarded to females (Exhibit 2 – Female).

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2020-21										
Male	649	67	2	92	228	1	846	59	55	1999
Female	350	98	3	103	302	1	1149	74	62	2142
Total	999	165	5	195	530	2	1995	133	117	4141
Category % of Total	24%	4%	0%	5%	13%	0%	48%	3%	3%	100%
AY 2015-16										
Male	654	59	7	77	158	3	887	18	69	1932
Female	395	115	5	77	203	2	1053	24	62	1936
Total	1049	174	12	154	361	5	1940	42	131	3868
Category % of Total	27%	4%	0%	4%	9%	0%	50%	1%	3%	100%

Source: IPEDS Completions 2021-22, and 2016-17 reports (degrees awarded AY 2020-21, and AY 2015-16). Master's degrees figures include specialists. Specialists are reported under the post-master's certificates category on IPEDS.

The number of master's degrees at UF has increased 7% over the past five years from 3868 to 4141. The number of women earning master's degrees increased by 11%. The number of White, Hispanic, Asian, and Two or More Race students earning master's degrees has also increased over the past five years, but Black, American Indian, Pacific Islander, and NRA master's degrees have declined.

Compared to degrees awarded in 2019-20, the percentage of Hispanic students earning master's degrees at UF is nearly double that of public AAU institutions (13% vs. 7%) (Part III-Analysis, Table 6). UF also has a higher percentage of Black students (5.4% vs 3.9%) earning master's degrees, but a lower percentage for Asian master's degrees (4% vs. 9%). UF trails AAU public peers in Master's degrees earned by international students (NRA) (20% vs. 27%).

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	183	6	2	8	26	0	160	3	17	405
Female	117	21	1	7	29	0	156	7	9	347
Total	300	27	3	15	55	0	316	10	26	752
Category % of Total	40%	4%	0%	2%	7%	0%	42%	1%	3%	100%
AY 2015-16										
Male	187	16	0	8	19	0	153	5	15	403
Female	119	21	1	12	22	0	139	7	13	334
Total	306	37	1	20	41	0	292	12	28	737
Category % of Total	42%	5%	0%	3%	6%	0%	40%	2%	4%	100%

The number of doctoral degrees increased 2%, from 737 to 752, over the past five years. This count does not include professional doctoral degrees. The proportion awarded to White students increased from 40% to 42%. Hispanic students increased from 6% to 7%. Fewer Asian, Black, and Two or More students earned doctoral degrees. White students represent the largest proportion of doctoral degrees awarded (42%) in 2020-2021 followed by NRA doctoral students (40%).

Compared to degrees awarded in 2019-20 (Part III-Analysis, Table 7), UF has a higher percentage of Hispanic, Black/African American and NRA students earning doctoral degrees than AAU public peer institutions. As with other degree levels, the percentage of Asian students earning degrees is lower at UF than at public peers in AAU. There were no Native Hawaiian/Other Pacific Island students 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 2020-21										
Male	0	29	1	50	69	3	246	10	11	419
Female	2	45	0	57	116	4	353	17	13	607
Total	2	74	1	107	185	7	599	27	24	1026
Category % of Total	0%	7%	0%	10%	18%	1%	58%	3%	2%	100%
AY 2015-16										
Male	16	40	1	44	65	2	276	8	29	481
Female	39	37	0	71	83	4	412	6	36	688
Total	55	77	1	115	148	6	688	14	65	1169
Category % of Total	5%	7%	0%	10%	13%	1%	59%	1%	6%	100%

Source: IPEDS Completions 2021-22, and 2016-17 reports (degrees awarded AY 2020-21, and AY 2015-16).

The number of first professional degrees decreased 12% over the past five years, from 1169 to 1026. Females and males have decreased in professional degrees granted respectively from 688 to 607, and 481 to 419. The proportion of male/female students who received professional degrees remained 41% male and 59% female. White students represent the largest portion of professional degrees awarded at 58% and that has remained relatively unchanged over the past five years. Hispanic and Two or More Race students increased their representation from the prior year. Fewer White, NRA, and Asian students received first professional degrees.

Compared to degrees awarded in 2019-20 at public AAU peer institutions (Part III-Analysis, Table 8) UF leads in the percentage of professional degrees awarded to Hispanic (17% vs. 8%) and Black (6% vs 4%) students. Hispanic students at UF are more than double the percentages at public AAU peer institutions (17% vs. 8%). The percentage of professional degrees awarded to Asian students is lower at UF (10% vs 14%). The proportion of NRA students at UF receiving first professional degrees is similar to public peer institutions in AAU (2.7% vs 2.6%).

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 implemented Inclusive Hiring training and an Inclusive Hiring Badge to help 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 21-22 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. The full-time staff in the Office of Admissions is 39% minority and 69% female. Looking to the future of the profession, the staffing for student assistants within the office is 58% minority and 88% female.

The Office of Admissions' commitment to diversity and equity is clearly evident in the profile of the freshman class. The University is proud of the accomplishments in the area of representation. For the 2021 admissions cycle, 30.79% of undergraduate applicants were from historically underrepresented populations, 12% were from low-income households and 18.36% were first-generation college students. The gender split of applicants was 43 male and 57 female. Of the applicants offered admission, 25% were from historically underrepresented populations, 8.49% were from low-income households and 13% were from first-generation college students. The gender split for admitted applicants was 43% male and 57% 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 Aid and Scholarships (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 and families on the importance of applying for aid early, UF’s incredible value, average aid packages, and post-college outcomes. This information assists the Office of Admissions as they travel throughout the southeast, focusing on underserved areas.

To enhance the recruitment of low-income and first-generation students, SFA contacted every admitted, Pell-eligible first-time-in-college student to offer personal assistance with understanding their aid packages, submitting residency documentation, and completing other entry activities that might otherwise be a barrier to attending UF. SFA also generated custom publications for our in-state, Pell-Eligible students to personalize their experience with UF and help them to understand the value of their aid offer.

Our commitment to access does not end when students are admitted. With the support of the entire division, Enrollment Management has welcomed our newly admitted students by providing almost 500 hours of time at Preview. Staff presented on important topics related to financial aid and tuition costs and were also available for convenient one-on-one advising. In addition, SFA staff participate in outreach events, singly or with campus partners, to provide education about finances. Those events include:

- Annual Student Recruitment Conference, Association of Black Alumni and Black Student Union;
- UF Bridges Minority Outreach Programming;
- iDigTrio Conference;
- FAFSA Extravaganza (a FAFSA completion event, open to the public);
- Completing Petitions for Changes in Family Circumstances; and
- Many more presentations on budgeting, financial wellness, debt management, and other related topics.

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 medical 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 57,000 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.

Student Employment

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

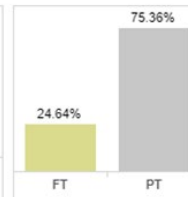
The University of Florida offers a variety of part-time, on-campus student employment opportunities to all students. Undergraduate student employees comprise 19.81% of our workforce. We saw a decline in student employment as a result of Covid-19, however, as of 2022, we now have over 6,000 student employees. The following section details the trends of student employment for Fall 2020 and 2021.

Student Employment Snapshot 2020

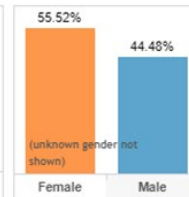
Workforce Headcount



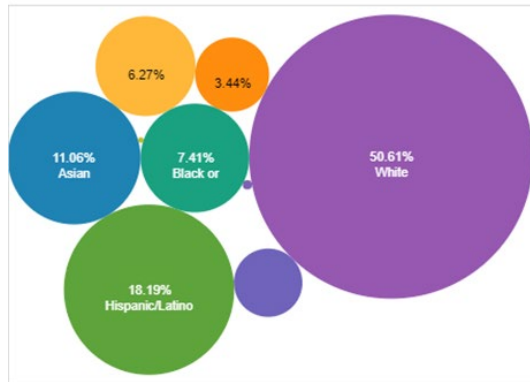
Full-time/Part-time



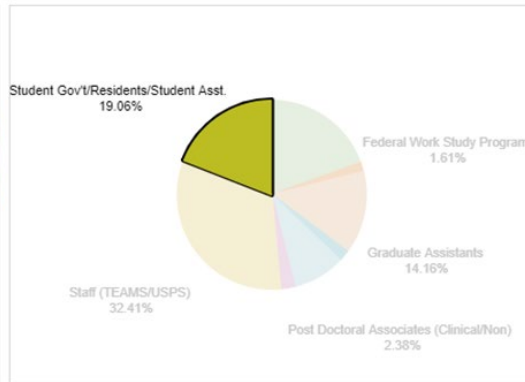
Gender



Race/Ethnicity



Groups



Race/Ethnicity

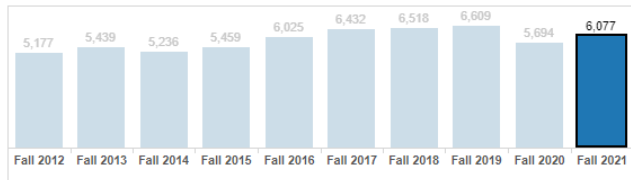


Groups

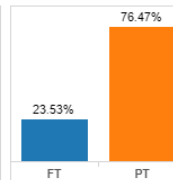


Student Employment Snapshot 2021

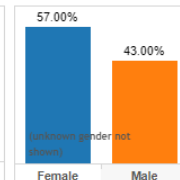
Workforce Headcount



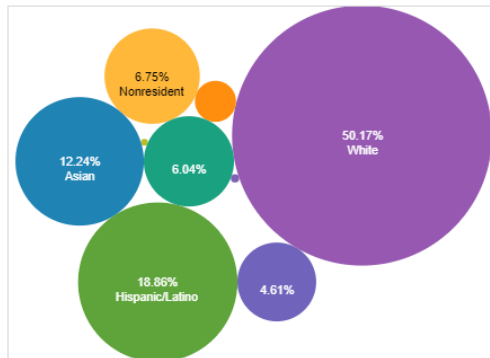
Full-time/Part-time



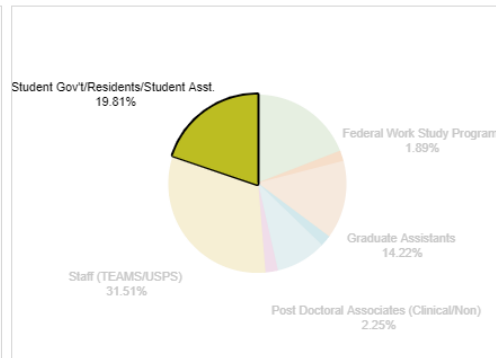
Gender



Race/Ethnicity



Groups



Race/Ethnicity



Groups



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

As the state's flagship institution, the University of Florida is committed to a diverse and inclusive environment where students are provided the opportunity to develop the vision, perspective, skills and integrity to become leaders in Florida, the country and the world. UF must serve our student body of highly qualified individuals with diverse perspectives who are intellectually curious and actively involved students. The university provides a transformative learning environment that promotes high levels of student achievement and offers appropriate academic and student support services. Ultimately our goal is to provide access and promote completion which equals student success.

ACCOLADES:

- Ranked #5 among U.S. public universities in U.S. News & World Report
- Ranked #1 for Best Online undergraduate programs by U.S. News & World Report
- Ranked #2 for Best Online bachelor's programs for veterans by U.S. News & World Report
- Ranked #3 for the Best University for Technology Transfer by the Milken Institute
- Over \$1B in federally funded research
- Nearly 40% of student enrolled are from minority groups

- Highest percent of Hispanic student enrollment at UF 2021
- 56% women in freshman class
- 96.7% freshman retention rate
- 65% graduate with no student loan debt
- 42.8% of UF’s workforce are from minority groups up from 23% ten years prior
- The University of Florida College of Pharmacy has received the 2021 Health Professions Higher Education Excellence in Diversity, or HEED, Award.
- For the seventh consecutive year, the UF College of Dentistry was recognized for its diversity and inclusion efforts as one of INSIGHT Into Diversity magazine’s 2021 Health Professions Higher Education Excellence in Diversity, or HEED, Awardees.
- Dr. Madeline Joseph was recently elected as a fellow in the inaugural Accreditation Council for Graduate Medical Education (ACGME) Equity Matters Leadership Learning Community.
- Robert Holt, an Eminent Scholar in Biology and the Arthur R. Marshall, Jr. Chair in Ecological Studies, was elected to the National Academy of Sciences.

Part IV – Gender in Intercollegiate Athletics

Table 1. Sex Equity in Athletics Update	
Element	Assessment
1. Sports offerings	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.
2. Participation rates, male and female, compared with full-time undergraduate enrollment	The female student-athlete participation ratio is below that of female students generally. The 2021-22 female undergraduate enrollment ratio was approximately 57% and the female athletics participation ratio was approximately 46%.

3. Availability of facilities, defined as locker room, practice, and competitive facilities

The Renovation of Katie Seashole Pressly Stadium has been completed. The \$14 Million-dollar renovation included the following amenities for our student athletes: new locker room space, lounge areas with nutrition space, media room, pitching lab, coaches' offices and training room to create an all in one facility saving the student athlete valuable time in their day. The renovation also created many gameday fan amenities including expanded capacity, chairback seating, and shading, new concessions areas, as-well as a 360 concourse to engage fans as they watch our athletes compete.

The completed construction of the Condron Family Ballpark, in the summer of 2020 provided the baseball team with a new facility with modern student-athlete amenities. The \$65 million project consisted of the following amenities for our student-athletes: a regulation competitive playing field, a practice in-field, pitching and batting tunnels, a new locker room, lounge areas with nutrition space, media room, training room, coaches' offices 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.

During the spring of 2021 upgrades totaling \$800,000 were completed on the Alfred A. Ring Tennis Complex. The complex, used by both the men's and women's tennis teams had the bleacher seating replaced with chairbacks and a fabric shade structure.

The women's soccer and lacrosse teams received upgrades to their team facilities with the March 2022 completion of their combined facility. The new facility upgrades totaling \$7.5 million allow the programs to be more efficient by being housed at their practice and game facility rather than the Lemerand Center. The lacrosse facility improvements include adding a reception area, lounge, coaches' offices, storage and team film room. The soccer facility was an addition to the previous lacrosse building and includes: coaches' offices, locker

	<p>room, training area, equipment storage, lounge, film room and other program spaces.</p> <p>Construction of the James Heavener Football Training Center is ongoing and set to be completed in August 2022. The \$85 million 140,000-square foot facility will serve as the new daily home for Florida football as well as all student-athlete amenities including: a game room, virtual reality room and hair salon. The front of the building will benefit all student-athletes as it will also feature lounge areas and a sports nutrition center, which will be the dining hall. All student-athlete areas extend to the outside of the facility where student-athletes will have access to the outdoor pool, basketball court and lawn area.</p> <p>Renovation is currently underway for a \$1.9 million complete update to the locker rooms for the men’s and women’s swimming and diving teams. The modernized locker rooms have an August 2022 goal for completion in preparation for the upcoming season.</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</p>

	<p>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). A new program, Eye on the Gators, debuted in 2015-16 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 programs, with more than 1.5 million “likes” on Facebook and 341 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 2021	6	49	1	207	96	0	1121	18	6	439	1065	1504
Number, Fall 2020	5	51	1	203	87	0	1131	18	4	432	1068	1500
1YR Percentage Change	20%	-4%	0%	2%	10%		-1%	0%	50%	2%	0%	0%
Number, Fall 2016	1	48	0	193	83	0	1192	15	4	405	1131	1536
5YR Percentage Change	500%	2%		7%	16%		-6%	20%	50%	8%	-6%	-2%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources 2016, 2020, and 2021 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 2020 to fall 2021, there was an increase of 4 tenured instructional faculty. This increase was greater for females than males. Over the past five years, the number of tenured female faculty has increased by 8.4%. The number of tenured Hispanic faculty increased 16% (from 83 to 96) over the past five years. The number of tenured Black faculty increased by 1, from 48 to 49.

Comparing to the public AAU peer institutions in fall 2020 (Exhibit 4), UF has slightly fewer female tenured instructional faculty (29% vs. 33%). UF employs a higher percentage of Hispanic tenured instructional faculty (6% vs. 5%) and Black faculty (3.4% vs. 3.0%) than AAU peers. UF slightly trails the public AAU peers in the percentage of tenured Asian faculty (13.5% vs. 15.5%).

Table 2. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	90	32	2	108	58	0	353	9	31	300	383	683
Number, Fall 2020	97	30	2	103	58	0	373	13	21	287	410	697
1YR Percentage Change	-7%	7%	0%	5%	0%		-5%	-31%	48%	5%	-7%	-2%
Number, Fall 2016	50	14	0	61	35	0	261	10	7	180	258	438
5YR Percentage Change	80%	129%		77%	66%		35%	-10%	343%	67%	48%	56%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources 2016, 2020, and 2021 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.

The number of tenure-track instructional faculty has increased by 56% increase over the last five years, from fall 2016 to fall 2021. The number of female tenure track female grew faster than males (67% compared to 48%). Between fall 2021 and fall 2020, UF experienced a slight decrease in tenure-track faculty (2%). Since fall 2016, the number of faculty in every category except Native Hawaiian/Pacific Islander) increased. Black/African American tenure-track instructional faculty increased by 129%, and Hispanic has increased by 66% over the past five years.

Comparing to the public AAU peer institutions in fall 2020 (Exhibit 4), there are fewer female tenure-track faculty at UF (41% compared to 46%). UF also slightly trails public AAU institution averages in the percentage of Black and NRA tenure-track faculty. However, the percentage of Hispanic tenure-track faculty at UF is 2% higher than the average at public AAU peer institutions (8.3% vs 6.3%).

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 2021	36	51	3	43	65	1	529	7	4	439	300	739
Number, Fall 2020	34	43	2	38	61	1	522	10	4	430	285	715
1YR Percentage Change	6%	19%	50%	13%	7%	0%	1%	-30%	0%	2%	5%	3%
Number, Fall 2016	17	31	2	35	34	2	363	5	10	284	215	499
5YR Percentage Change	112%	65%	50%	23%	91%	-50%	46%	40%	-60%	55%	40%	48%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources 2016, 2020, and 2021 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 2016, the number of non-tenure track instructional faculty at UF increased by 48%. The percentage of female non-tenure track faculty grew faster than males (55% vs. 40%). However, between fall 2021 and fall 2020 the number of male non-tenure track faculty grew faster than females (5% compared to 2%).

Comparing to the public AAU peer institutions in fall 2020 (Exhibit 4), UF employs a higher percentage of female non-tenure track instructional faculty than the average of public AAU peer institutions (60% vs 51%). UF also employs a higher percentage of Hispanic (8.5% vs 4.5%) and Black/African American (6.0% vs 3.2%) non-tenure track instructional faculty. UF trails public AAU peer institutions in Asian (5.3% vs 14.6%) and NRA (4.8% vs. 8.0%) non-tenure track faculty.

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 2021	1	104	3	32	81	2	908	14	7	690	462	1152
Number, Fall 2020	0	97	3	28	82	2	885	13	3	640	473	1113
1YR Percentage Change		7%	0%	14%	-1%	0%	3%	8%	133%	8%	-2%	4%
Number, Fall 2016	1	61	1	23	48	0	804	12	4	515	439	954
5YR Percentage Change	0%	70%	200%	39%	69%		13%	17%	75%	34%	5%	21%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources 2016, 2020, and 2021 Fall Staff - Full-Time Management Occupations (11-0000). Includes UF Main and UF Online.

UF increased the number of Executive/Administrative/Managerial positions (IPEDS HR Management Occupations) since fall 2016 by 21%, including an increase of 4% over fall 2020. The number of management positions held by females is increasing faster than males over the past five years (34% vs. 5% percent change). The majority of management positions are held by females at UF. The number of management positions held by Hispanic, Black/African American, and Asian staff also increased over the past five years.

The majority of management positions at AAU public peer institutions are also held by females. Comparing to public AAU peer institutions in fall 2020 (Exhibit 4), UF has a slightly higher percentage of females in management positions (57.5% vs. 56.9%). Management positions at UF held by Black/African Americans (8.7% vs. 6.8%) and Hispanics (7.4% vs 6.0%) are above the average at peer institutions, but Asians are below by approximately two percent (2.5% vs 5.1%).

Part VI – Areas of Improvement/Achievement

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)	Achievement Report Pertaining to Academic Services, Programs, and Student Enrollment (Identified in Last Year)
Increase the number of Federal Pell Grant recipients by 2%	UF overall underrepresented population grew by 0.9% from 2020 to 2021.

2020 Areas of Improvement Pertaining to Employment Representation	2020 Achievement Report Pertaining to Employment Representation
Develop and implement an institutional diversity, equity, and inclusion plan, the UF Inclusive Excellence Blueprint, to guide and align all academic colleges, business units, and centers to UF's core value of Inclusion.	<ul style="list-style-type: none"> UF has continued to make progress in diversifying its workforce, increasing underrepresented minorities by 1% in 12 months.

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	11	4	0	0	33	8	0	0	19	11	0	1	229	164	1	2	293	190
Ag-Ag Ed And Communication	0	0	0	0	0	0	0	0	0	0	0	0	5	4	0	0	5	4
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	0	0	0	7	1
Ag-Animal Sciences	0	0	0	0	1	0	0	0	1	0	0	0	10	6	1	0	13	6
Ag-Center-Aqua / Invas Plnts	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Ag-County Operations	4	2	0	0	1	1	0	0	3	6	0	1	40	91	0	1	48	102
Ag-Crec-Lake Alfred	0	0	0	0	1	2	0	0	1	0	0	0	7	2	0	1	9	5
Ag-Ctr Landscp Conserv Ecology	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Ag-Dean For Research	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
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	6	5	0	0	7	5
Ag-Environmental Horticulture	0	0	0	0	0	0	0	0	2	0	0	0	6	3	0	0	8	3
Ag-Erec-Belle Glade	1	0	0	0	1	0	0	0	0	0	0	0	2	1	0	0	4	1
Ag-Extension Administration	1	0	0	0	1	0	0	0	0	0	0	0	2	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	7	4	0	0	8	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-Gcrec - 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	0	1	0	0	0	1	0
Ag-Horticultural Sciences	0	1	0	0	2	1	0	0	4	0	0	0	11	2	0	0	17	4
Ag-Irrec-Ft. Pierce	0	0	0	0	1	0	0	0	0	0	0	0	4	0	0	0	5	0
Ag-Livestock Innovation Lab	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Ag-Microbiology / Cell Sci	2	0	0	0	1	0	0	0	1	1	0	0	8	4	0	0	12	5
Ag-Mrec-Apopka	0	0	0	0	1	0	0	0	0	0	0	0	6	0	0	0	7	0
Ag-Nature Coast Biological Sta	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Ag-Nfrec-Quincy	0	0	0	0	1	0	0	0	2	0	0	0	6	2	0	0	9	2
Ag-One Health Center	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Ag-Plant Pathology	0	0	0	0	1	0	0	0	0	0	0	0	7	4	0	0	8	4
Ag-Public Issues Education Ctr	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0

Ag-Rrec-Ona	0	0	0	0	0	0	0	0	1	1	0	0	2	0	0	0	3	1
Ag-Schl For, Fish, & Geomatics	0	0	0	0	1	0	0	0	2	0	0	0	22	5	0	0	25	5
Ag-Snre-Academic Programs	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Ag-Soil And Water Science	0	0	0	0	1	0	0	0	0	0	0	0	8	1	0	0	9	1
Ag-Swfrec-Immokalee	0	0	0	0	2	0	0	0	0	0	0	0	1	2	0	0	3	2
Ag-Trec-Homestead	1	0	0	0	2	0	0	0	0	0	0	0	3	0	0	0	6	0
Ag-Vp-Agriculture / Nat Res	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
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	12	5	0	0	13	5
Ag-Youth,families& Communities	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
College of Business Administration (Warrington)	2	0	0	0	12	5	0	0	1	0	0	0	30	3	2	0	47	8
Ba-Finance	0	0	0	0	1	0	0	0	1	0	0	0	10	0	1	0	13	0
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	2	0	0	0	0	0	0	2	1	0	0	10	3
Ba-Management	1	0	0	0	1	1	0	0	0	0	0	0	6	2	0	0	8	3
Ba-Marketing	0	0	0	0	1	1	0	0	0	0	0	0	6	0	1	0	8	1
Ba-Office Of The Dean	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	0
College of Dentistry	0	0	0	0	3	1	0	0	3	5	0	0	18	4	0	0	24	10
Dn-Commity Based Programs	0	0	0	0	0	0	0	0	0	1	0	0	3	0	0	0	3	1
Dn-Endodontics	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1
Dn-Oral Biology	0	0	0	0	1	0	0	0	1	1	0	0	1	3	0	0	3	4
Dn-Oral Diagnostic Sciences	0	0	0	0	1	1	0	0	0	0	0	0	3	0	0	0	4	1
Dn-Orthodontics	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0
Dn-Osds	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	4	0
Dn-Pediatric Dentistry	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Dn-Periodontics	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	0
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	18	7	0	0	28	11
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	5	0	0	0	8	0
Dcp-School Of Architecture	1	0	0	0	1	1	0	0	1	1	1	0	7	3	0	0	11	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	2	1	2	0	19	32	0	0	25	38
Ed-Dn Office	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Ed-Office Of Evaluation / Res	0	1	0	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	10	0	0	6	11
Ed-Shdose-Schl Of Hum Dev&org	0	0	0	0	0	1	0	0	2	0	0	0	4	3	0	0	6	4
Ed-Sped Special Education	0	1	0	0	0	0	0	0	0	0	1	0	4	10	0	0	5	11

Ed-Stl Schl-Teach / Learn	0	1	0	0	1	1	0	0	0	0	1	0	4	8	0	0	6	10
Ed-Student Services	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
College of Engineering	7	6	0	0	49	11	0	0	7	2	1	1	99	22	1	0	164	42
Eg-Academic Activity	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Eg-Biomedical Engineering	0	1	0	0	1	0	0	0	0	0	0	1	8	4	0	0	9	6
Eg-Chemical Engineering	0	0	0	0	3	0	0	0	2	0	0	0	10	1	0	0	15	1
Eg-Computer / Info Sci & Eng	1	1	0	0	10	4	0	0	1	0	1	0	13	4	0	0	26	9
Eg-Electrical / Computer Eng	1	1	0	0	11	1	0	0	2	1	0	0	22	2	0	0	36	5
Eg-Eng Sch Sustain Infrst Env	3	1	0	0	5	3	0	0	1	1	0	0	15	2	1	0	25	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	2	1	0	0	3	1
Eg-Materials Sci Engineering	0	2	0	0	3	0	0	0	1	0	0	0	10	3	0	0	14	5
Eg-Mechanical / Aerospace Eng	1	0	0	0	14	3	0	0	0	0	0	0	17	4	0	0	32	7
College of Health & Human Performance	0	1	0	0	1	1	0	0	2	1	0	0	10	8	0	0	13	11
Hh-Applied Physio/Kinesiology	0	0	0	0	0	0	0	0	1	0	0	0	5	2	0	0	6	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	2	0	0	0	3
College of Journalism & Communications	1	3	0	0	1	3	0	0	1	0	1	0	11	12	1	0	16	18
Cjc-Advertising	0	1	0	0	0	1	0	0	0	0	0	0	0	5	1	0	1	7
Cjc-Journalism	0	1	0	0	0	0	0	0	0	0	0	0	6	2	0	0	6	3
Cjc-Journalism/Communica-Dean	1	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	4	0
Cjc-Media Prod, Mgmt, Tech	0	1	0	0	1	1	0	0	1	0	1	0	2	1	0	0	5	3
Cjc-Public Relations	0	0	0	0	0	1	0	0	0	0	0	0	0	4	0	0	0	5
College of Law	2	2	0	0	2	0	0	0	2	1	0	1	19	13	0	0	25	17
Lw-Deans Office	2	2	0	0	2	0	0	0	2	1	0	1	18	13	0	0	24	17
Lw-Legal Information Ctr	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
College of Liberal Art & Sciences	7	5	0	0	22	8	0	0	18	8	4	2	211	96	2	1	264	120
Center-Latin Amer Studies	1	1	0	0	0	0	0	0	4	2	1	0	2	2	0	0	8	5
Ls-African American Studies	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Ls-African Studies Program	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	2	1
Ls-Anthropology	0	0	0	0	0	0	0	0	1	0	0	0	10	4	0	0	11	4
Ls-Astronomy	0	0	0	0	1	0	0	0	3	0	0	0	0	1	0	0	4	1
Ls-Bebr Main Bureau	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Ls-Biology	0	0	0	0	3	0	0	0	1	0	1	0	16	5	0	0	21	5
Ls-Chemistry	0	0	0	0	3	0	0	0	1	2	1	0	20	5	0	0	25	7
Ls-Clas Academic Advising	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Ls-Classics	0	1	0	0	0	0	0	0	0	1	0	0	2	2	0	0	2	4
Ls-Deans Office	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2

Ls-Economics	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	6	0
Ls-English	2	1	0	0	0	1	0	0	1	0	0	0	12	10	1	0	16	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	4	5	0	0	5	5
Ls-Geology	0	0	0	0	0	0	0	0	0	0	0	0	11	1	1	0	12	1
Ls-Graham Center	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Ls-History	0	0	0	0	0	0	0	0	1	1	0	0	10	8	0	0	11	9
Ls-Humanities-Public Sphere	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Ls-Jewish Studies	0	0	0	0	1	0	0	0	0	0	0	0	3	0	0	0	4	0
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	3	4	0	0	3	5
Ls-Mathematics	0	0	0	0	4	1	0	0	1	0	0	0	23	2	0	0	28	3
Ls-Philosophy	0	0	0	0	0	0	0	0	0	0	0	0	7	1	0	0	7	1
Ls-Physics	0	0	0	0	5	1	0	0	0	0	0	0	24	2	0	0	29	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	4	0	0	1	1	4	0	0	5	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	1	0	0	0	4	0	0	0	7
College of Medicine	2	0	0	0	28	5	0	0	11	3	0	1	171	43	1	0	213	52
Md-Aging / Geriatric Research	0	0	0	0	2	0	0	0	1	0	0	0	3	0	0	0	6	0
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	0	0	0	1	0	0	0	0	0	0	0	8	2	0	0	9	2
Md-Com Dean's Office	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Md-Community Hlth / Family Med	0	0	0	0	1	0	0	0	0	0	0	0	4	0	0	0	5	0
Md-Emergency Medicine	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Md-Health Outcomes & Bmi	0	0	0	0	1	0	0	0	0	0	0	0	6	3	0	0	7	3
Md-Medicine	1	0	0	0	5	0	0	0	4	0	0	0	29	6	0	0	39	6
Md-Molecular Gentcs / 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	2	1	0	0	0	0	0	0	6	0	0	0	9	1
Md-Neurology	0	0	0	0	2	0	0	0	1	0	0	0	5	1	1	0	9	1
Md-Neuroscience	0	0	0	0	0	1	0	0	1	1	0	0	10	5	0	0	11	7
Md-Obstetrics / Gynecology	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Md-Ophthalmology	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	2	1
Md-Orthopaedics / Rehab	0	0	0	0	0	0	0	0	0	0	0	0	7	2	0	0	7	2
Md-Otolaryngology	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Md-Pathology	0	0	0	0	1	1	0	0	0	0	0	0	11	2	0	0	12	3
Md-Pediatrics	0	0	0	0	1	0	0	0	1	0	0	0	13	5	0	0	15	5

Md-Pharmacology / Therapeutics	0	0	0	0	0	0	0	0	0	1	0	0	8	0	0	0	8	1
Md-Physical Medicine & Rehab	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Md-Physiology Functional Genom	0	0	0	0	0	0	0	0	1	0	0	0	3	2	0	0	4	2
Md-Psychiatry	0	0	0	0	0	0	0	0	1	0	0	0	3	3	0	0	4	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	1	0	0	0	0	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	0
College of Medicine - Jacksonville	2	0	0	0	1	1	0	0	1	0	0	0	13	3	0	0	17	4
Jx-Dean-Jacksonville	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Jx-Emergency Medicine-Jax	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Jx-Medicine At Jax	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	6	1
Jx-Neurology-Jacksonville	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Jx-Ob/Gyn-Jacksonville	1	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	4	0
Jx-Oral And Maxillofacial Srgy	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Jx-Pathology-Jacksonville	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Jx-Pediatrics-Jacksonville	1	0	0	0	1	1	0	0	0	0	0	0	2	0	0	0	4	1
College of Nursing	0	0	0	0	0	1	0	0	0	1	0	0	1	8	0	0	1	10
Nr-Bns-Biobehavioral Nur Sci	0	0	0	0	0	1	0	0	0	0	0	0	0	3	0	0	0	4
Nr-Fch-Family Comm Hlth Sys Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Nr-Office Of The Dean	0	0	0	0	0	0	0	0	0	1	0	0	1	2	0	0	1	3
College of Pharmacy	0	0	0	0	7	3	0	0	0	0	2	0	13	8	1	0	23	11
Ph-Medicinal Chemistry	0	0	0	0	4	0	0	0	0	0	0	0	3	2	0	0	7	2
Ph-Office Of The Dean	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
Ph-Pharm Outcomes & Policy	0	0	0	0	0	2	0	0	0	0	0	0	1	1	0	0	1	3
Ph-Pharmaceutics	0	0	0	0	1	0	0	0	0	0	1	0	2	0	0	0	4	0
Ph-Pharmacodynamics	0	0	0	0	2	0	0	0	0	0	1	0	3	1	0	0	6	1
Ph-Pharmtherapy Trnsl Rsch	0	0	0	0	0	1	0	0	0	0	0	0	3	2	1	0	4	3
College of Public Health & Health Professions	1	0	0	0	7	2	0	0	0	0	1	0	24	17	2	0	35	19
Hp-Clinical / Hlth Psychology	0	0	0	0	0	0	0	0	0	0	1	0	9	4	0	0	10	4
Hp-Environmental Global Hlth	0	0	0	0	2	0	0	0	0	0	0	0	2	2	0	0	4	2
Hp-Health Services Admin	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Hp-Occupational Therapy	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Hp-Office Of The Dean	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Hp-Physical Therapy	0	0	0	0	0	0	0	0	0	0	0	0	4	1	1	0	5	1
Hp-Slp Lang & Hearing Sci	1	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	2	4
Phhp-Com Biostatistics	0	0	0	0	5	1	0	0	0	0	0	0	1	1	1	0	7	2
Phhp-Com Epidemiology	0	0	0	0	0	1	0	0	0	0	0	0	5	1	0	0	5	2
College of the Arts	3	1	0	1	1	1	0	0	5	1	0	0	28	18	0	0	37	22
Cota-Art	0	0	0	1	1	0	0	0	1	1	0	0	5	9	0	0	7	11

Cota-Dean's Office	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2
Cota-Music	1	0	0	0	0	0	0	0	2	0	0	0	16	5	0	0	19	5
Cota-Theatre	2	0	0	0	0	1	0	0	2	0	0	0	5	3	0	0	9	4
Dw-Digital World	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
College of Veterinary Medicine	1	0	0	0	3	1	0	0	5	2	1	0	22	11	0	0	32	14
Vm-Comp, Diag & Pop Medicine	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	2
Vm-Infect Disease & Immunology	1	0	0	0	2	1	0	0	1	0	1	0	3	2	0	0	8	3
Vm-Lacs	0	0	0	0	0	0	0	0	4	1	0	0	3	2	0	0	7	3
Vm-Phy Sci	0	0	0	0	0	0	0	0	0	0	0	0	8	1	0	0	8	1
Vm-Sacs	0	0	0	0	1	0	0	0	0	1	0	0	6	4	0	0	7	5
Florida Museum of Natural History	0	0	0	0	1	0	0	0	0	0	0	0	17	4	0	0	18	4
Nh-Director's Office	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Nh-Natural History	0	0	0	0	1	0	0	0	0	0	0	0	16	4	0	0	17	4
George A. Smathers Libraries	0	1	0	0	0	0	0	0	0	1	0	0	8	22	0	0	8	24
Lb-Access Services Department	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Lb-Digital Library Center	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Lb-Digital Partner & Strategy	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	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	0	1
Lb-Hsc Library	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5
Lb-Humanities / Social Sci	0	0	0	0	0	0	0	0	0	0	0	0	1	6	0	0	1	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	4	2	0	0	4	3
Health Science Center	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Ha-Administration	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Institute of Food & Agricultural Sciences(IFAS)	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Florida Sea Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Office of the President	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Pr-President's Office	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Office of the Provost	1	0	0	0	1	0	0	0	1	1	0	0	12	3	0	0	15	4
Gr-Grad School Operations	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2	1
Ip-International Center-Gen	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Pv-Honors Office	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
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	0
Whitney Labs	0	0	0	0	1	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	5	1	0	0	5	1
Re-Emerging Pathogens	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Re-Genetics Institute	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Re-Informatics Institute	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Re-Vp For Research	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Re-Water Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Grand Total	43	26	0	1	177	55	0	0	81	40	13	6	981	500	11	3	1306	631
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	2021-2022 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 \$55,000 a year and neither parent holds a college degree can qualify for the MFOS program.	\$10,500,000
UF Excellence Grant	Provides funding for low income, first time in college, high achieving students and offer them a path to graduate debt-free. This four-year program meets students' financial need with a combination of scholarships, grants and work-study.	\$5,000,000 (\$2,000,000 awarded to students in 2021-2022)
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	\$1,400,000
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 reviewed 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.