



# FLORIDA EQUITY REPORTS

**ENROLLMENT, GENDER EQUITY IN ATHLETICS, AND EMPLOYMENT  
(FLORIDA STATUTES 1012.95)**

**JUNE 2007-08**

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**Florida Educational Equity Act Report:**  
Enrollment, Gender Equity in Athletics, and Employment  
Report Year: 2007 – 2008

***University of Florida***

**Data Year: July 2006 – June 2007**

A handwritten signature in cursive script, appearing to read 'Donna J. May', written over a horizontal line.

6/13/08

Approved by University Board of Trustees – Signature & Date

A handwritten signature in cursive script, appearing to read 'Bob Prosen', written over a horizontal line.

6-10-08

Approved by the University President – Signature & Date

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**June 23, 2008**

# FLORIDA EDUCATIONAL EQUITY ACT REPORT 2007-2008

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# **FLORIDA EQUITY REPORTS**

## **EXECUTIVE SUMMARY**

### **UNIVERSITY OF FLORIDA**

#### **2007-2008**

Florida Statutes (Chapter 1012.95) requires each Florida Public University to submit an annual Florida Equity Report to the State Board of Governors. The report consists of status updates and assessments of gender/racial equities for enrollment, employment and athletics. The University Equity Officer is responsible for preparing and submitting the report to the University President for local Board of Trustees approval by June 30<sup>th</sup> of each year. The Office of Equal Employment Opportunity (EEO) collected data, coordinated and assessed the University's equity efforts.

#### **Student Services Self-Study**

The 2007-2008 self-study was conducted by administrators under the Vice President of Student Affairs and the Dean of the Graduate School. Each program area provided an equity report that addressed: Equal Opportunity Compliance, Equity Accountability, Diversity in Service, New Initiatives and Accolades. Highlights from many departments effecting student life and diversity efforts were extracted for this report and each department's report is available at [www.hr.ufl.edu/eoo/reports/student/service](http://www.hr.ufl.edu/eoo/reports/student/service).

- The University values the quality and scope of the various recruitment and retention services for female and minority students. Each student services area incorporates diversity as an active element in the planning and execution of its program.
- The Academic Advisement Center (AAC) reportedly responds overwhelmingly to non-majority students. Other programs reviewed include: AIM Program, Office for Academic support and Institutional Services, Office of Admissions, College of Engineering, Housing and Residence Education, Graduate Minority Programs, Multicultural and Diversity Affairs, College of Nursing Mentoring Program, Recreational Sports, Student Health Care Center, and Student Financial Services.

#### **Student Enrollment**

The Office of Institutional Planning and Research (IP&R) provided the data and quantitative tables to illustrate the University's status in enrollment and employment. Each table identifies the source

utilized for data. The Association of American Universities Public and Private data was used to measure comparative National Standards where appropriate.

- The University of Florida has been successful with First-Time-In-College (FTIC) enrollments, retention and graduation rates. As a consequence of the Florida Opportunity Scholars Program, the university expects growth in enrollment, retention and graduation rates to continue.
- University of Florida female and minority students continue to experience success in obtaining bachelors, masters and doctoral degrees. The Integrated Postsecondary Education Data Systems (IPEDS) currently ranks the University of Florida 2<sup>nd</sup> in the bachelor degrees awarded to Black students, and 3<sup>rd</sup> in bachelor degrees awarded to Hispanic students. The university's award of graduate degrees to female and minority students during this reporting period is equally impressive.

### **Gender Equity in Athletics**

Administration for the University Athletic Association (UAA) with assistance from the Title IX committee met the requirements for the Gender Equity in Athletics section.

The annual Title IX review which included surveys and interviews were used to help assess equity in Athletics.

- The female student-athlete participation ratio is below that of female students generally. The 2007-2008 female undergraduate enrollment ratio was approximately 54% and the female athletics participation ratio was approximately 42%.
- The University Athletic Association actively seeks ways to accommodate the interest and abilities of all student-athletes with a goal of increasing the percentage of female student-athlete participation to 50%. In order to achieve this goal, the UAA is prepared to immediately offer any additional women's scholarships approved by the NCAA membership and will offer Women's Lacrosse beginning the 2009-2010 academic year.

## **Employment Representation**

Employment representation progressed for Black tenure-track faculty. This progress creates a pipeline for increased levels of diversity for tenured faculty. Notably, the University does not show any disparate treatment in the tenure promotion process for minority faculty.

- The Association of American Universities (AAU) data was used as a measurement against National Standards to assess tenured and tenure-track faculty. Black tenured faculty members represent 3.31% or 64 faculty members compared to 2.79% or 31 Black tenured faculty in the AAU Public Institutions.
- Tenure-track Black faculty represents 4.34% or 35 faculty members compared to 4.38 % or 16 tenured-track faculty in the AAU Public Institutions.
- New hire data in 2006 showed one (1) hire in tenure-track for Blacks and in 2007 there were five (5) black new hires in tenure-track positions. This accounts for a 400% percentage increase.
- Across all races including Blacks and Hispanics, the number of non-tenure-earning new hires is down from 107 in 2006 to 103 in 2007.

## **Conclusion**

To continue the positive results of these equity accountabilities, the University will encourage departments and academic units to increase diversity and meet the challenges of a multicultural institution. This report is the result of a coordinated effort the Senior Vice Presidents, Vice Presidents, Deans, Directors and their staff. Other accolades in the President's evaluation on page 40 of this document.

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**PART II: Policies and Procedures in Support of Equity**

University of Florida Rules and Policies are available at the Office of the General Counsel's Website, <http://www.generalcounsel.ufl.edu>

- 6c1-1.006 Non-Discrimination Policy
- 6c1-1.0061 Affirmative Action Plan for Equal Employment Opportunity and Administrative Organization for the Affirmative Action Program.
- 6c1-1.0062 Sex Discrimination, Sexual Harassment and Harassment Policy
- 6c1-1.0063 Affirmative Action; Complaints and Appeal Procedures for Academic Personnel, TEAMS & USPS Employees
- 6c1-4.012 Student Affairs: Grievance Procedure
- 6c1-7.036 Academic Affairs, Complaints against Faculty Members
- 6c1-7.048 Academic Affairs, Suspension, Termination, and other Disciplinary Action for Faculty: Definition of Just Cause, Termination, Suspension, and other Disciplinary Action

Other policies and procedures to support equity are:

The AIDS Guidelines is located at <http://www.hr.ufl.edu/handbook/policies.htm>

The Sexual Harassment Policy is located at <http://hr.ufl.edu/eo/sexualharassment.htm>

Americans with Disabilities Act is located at <http://www.ada.ufl.edu>

Search and Screen Guidelines for Faculty and TEAMS Exempt Positions can be found at <http://www.hr.ufl.edu>

Faculty Recruitment Toolkit

[http://www.aa.ufl.edu/aa/facdev/recruit/documents/Faculty\\_Toolkit.pdf](http://www.aa.ufl.edu/aa/facdev/recruit/documents/Faculty_Toolkit.pdf)

## **Florida Equity Reports**

### **University of Florida**

**2007-2008**

#### **PART III Academic Program Reviews**

This section reports the enrollment, retention, graduation rates and degrees awarded in the academic year of 2006-2007. The University experienced an increase in the enrollment of Black students from 896 in 2006 to 910 in 2007. Critical to success of minority and all students at UF is the quality of program services to support retention and graduation. Highlights from programs effecting student life and successful diversity efforts are provided below. The full report from each of these departments is available at [www.hr.ufl.edu/eo/reports/student/service](http://www.hr.ufl.edu/eo/reports/student/service).

#### **Academic Advisement Center (AAC)**

The AAC responds overwhelmingly to non-majority students. For example, in the 2007-2008 academic year, we have dealt face-to-face with the following students by ethnicity: African American 18.5%, Hispanic 16.1%, Asian 9.0%, American Indian 0.4% and White 53.0%. These data indicate convincingly that we are, in effect, a key player in delivering educational equity at UF.

#### **AIM Program**

The AIM Program provides the full-cost of summer B attendance to its participants. In addition, AIM offers its students a year-long, state-mandated educational learning plan (ELP) as required by the Florida legislature. This ELP includes smaller classes which provide more individualized attention to student needs, as well as pro-active academic advising, plus assistance with college transitional issues. Again, since AIM students receive support campus-wide, the diversity of the staff involved with the students is reflective of the university as a whole.

## **Office for Academic Support and Institutional Services**

For Summer 2007, 125 students signed up to participate in PAACT; 101 students actually attended. Fall 2007, 197 students signed up to participate; 200 students actually attended. For CAAP, 106 students signed up to participate in the summer program and 108 actually attended.

The OASIS departmental allocation from Concession Funds for 2007-08 was \$15,000, with a total of \$6,683.96 processed in the PeopleSoft system as of May 20, 2008. These funds that PAACT and CAAP received for 2007/08 were used to pay for scheduled events.

## **Office of Admissions**

Participation in our diversity outreach programs was strong for the 2007 – 2008 year and included over 4322 participants. Additionally, the size and diversity of this year's applicant and admit pool remained strong. Of all applicants 45% were from underrepresented groups, 19% were low income and 27% were 1<sup>st</sup> generation college students. Of those admitted 42% were from underrepresented groups, 17% were low income and 23% were 1<sup>st</sup> generation students.

## **College of Engineering**

The percentage of engineering degrees earned by underrepresented undergraduate and graduate populations provides insight to the level of diversity in services. The percentages of female students earning B.S. and Master's engineering degrees at UF at all levels are roughly the same as the national percentages; however, the percentage of females earning Ph.D. degrees at UF in 2006-2007 (18.18%) was slightly lower than the national average of 19.60%. The percentage of African Americans earning B.S. engineering degrees at UF (6.48%) was higher in 2006-2008 than the national average of 4.90%; however, percentages of Master's and Ph.D. degrees earned by African Americans at UF were slightly lower than national averages. The percentages of all engineering degrees earned by Hispanic students were higher than the 2006-2007

national averages. The College of Engineering is committed to continue active recruiting of students in all underrepresented populations by supporting the above-mentioned initiatives as well as attending national conferences of SHPE, SWE, and NSBE specifically for recruiting purposes.

### **Housing and Residence Education**

In the online application and contract processes, potential residents are asked to supply basic directory information and gender. No questions are asked concerning race, culture, religion, or other personal information. New residents are randomly assigned on a first come, first served basis using housing application dates. New residents may indicate preferences for room type, hall, or a specific roommate; however, no roommate matching procedures are used. Continuing residents sign up for space and roommates using a seniority system based on present campus assignment and academic classification. After residents contract for housing, are assigned, and move-in, staff generate demographic reports about them by querying University records. After these reports are generated, demographic information about residents is not stored at Housing. There is a higher population of women than men living in UF residence halls based on demand and based on random assignments using housing application dates. The racial demographics of undergraduate students living in residence halls on campus continue to meet or surpass the diversity that exists within most categories of the general UF student population and is comparable to the Florida and U. S. populations.

### **Graduate Minority Programs**

A review was completed of data for the past five years of students who applied to UF, were admitted by an academic program, and subsequently matriculated. The number of applications from minority students (American Indian, Asian, Black and Hispanic) increased from 1786 in 2003 to 2289 in 2007, an increase of 28%. During the same period, applications for white student increased from 5590 to 6352, 14%. The number of minority student admitted in 2003 was 776 and the number admitted in 2007 was 946, an increase of 22%. The rate of growth of admitted white students over the same time was far less at less than 1%. Attracting and admitting students are important processes, but

more important is enrolling them at UF. From 2003 to 2007 the number of enrolled minority students increased from 569 to 736, an increase of 29%. During the same time, the number of enrolled white students increased from 2465 to 2524, an increase of 2%. The proportion of minority to white students increased from 0.23 in 2003 to 0.29 in 2007.

### **Multicultural and Diversity Affairs**

UMMP, as part of the Dean of Students Office and Division of Student Affairs, is designed to support students from underrepresented backgrounds and students who are the first in their families to go to college in their transition to the University of Florida and to offer guidance as these students begin to define their goals and strive for academic success. These objectives are achieved through the development of a one-on-one mentoring relationship between the students and a faculty or staff mentor, as well as through small group meetings with mentoring clusters, and joint attendance at cultural and social events. UMMP activities are designed to enhance participants' experience of the University of Florida as a comfortable, inclusive, and supportive environment in which they can thrive academically and personally.

### **College of Nursing**

Financial assistance is provided to assist with tuition & books in the form of scholarships to qualified students. All minority students meet with the minority coordinator regularly to discuss academic progress, and to develop a relationship with a successful minority role model and mentor. A total of 42 minority students were provided a total of \$88,197.68.

The University of Florida Bachelor of Science in Nursing undergraduate program does not actively recruit students due to the large applicant pool. The minority students enrolled in the BSN program are provided services from the minority coordinator such as mentoring, advising and tutoring. Financial support is available if a student requires assistance based on need. Next year there are plans to attend and recruit graduate nursing students at the National Black Nurses and the National Hispanic Nurses conferences.

The College of Nursing will apply for a HRSA grant to meet the identified financial needs of graduate education.

### **Recreational Sports**

Intramural sports are offered to students in men's, women's and co-rec leagues. An individual can play in either a men's or women's league as well as a co-rec league. Many students, especially females, would not play if the co-rec leagues were not available. The rules in co-rec leagues are structured in a manner that promotes active participation by the female participants. An example being co-rec basketball in which baskets by females count three or four points versus the traditional two or three.

Recreational Sports employs approximately 650 students during the fall and spring semesters and over 400 during the summer terms. Students serve as lifeguards, sports officials, building supervisors, outdoor recreation facilitators, fitness supervisors, personal trainers, group fitness instructors, mind/body program instructors, etc. The students can progress to ascending levels of responsibility through promotions. Recreational Sports is the largest employer of students on campus.

### **Student Health Care Center**

Two innovated programs provided through Student Health Care Center this year have been the following:

Nursing has had a yearlong focus on trying to better understand the generation of students we serve through reading texts like *Emerging Adulthood*, *The Ultimate Gift*, *Generation Me* and Jeanna Mastrodicasa's *Net.Generation*. Jeanna spoke at the SHCC's Annual Retreat in early may and also at the annual Nurses Luncheon that same week.

Dr. Max Parker with SHCC mental health collaborated with Dr. Chung Choi to provide Empathy Training for Cultural and Ethnic Awareness, a video that is used in training staff, faculty, and students. The video consists of approximately 40 actual stories from students with disabilities, various racial and ethnic backgrounds, and sexual preferences about community and campus

issues. Training is intended to stimulate conversation about diversity and to help individuals understand how others experience the world.

### **Student Financial Services**

The distribution of financial aid during 06-07 is provided in detail the “Fact Book” which is produced annually by SFA. This information is also provided at [www.hr.ufl.edu/eo/reports](http://www.hr.ufl.edu/eo/reports) During 06-07 the average scholarship awards for both undergraduates and graduates was as follows: Blacks were \$5,722 compared to Whites \$4,069.

### **University Athletic Association (UAA)**

The UAA encourages coaches in every sport to recruit the best student-athletes in the nation, both academically and athletically. To support the needs of its student-athletes, the UAA has in place channels through which student-athletes are afforded opportunities for input into issues regarding their welfare. For example, the Student-Athlete Advisory Committee and various student-athlete forums, workshops and classes were established to provide opportunities for input. Every year, the number of student-athletes who take advantage of these opportunities increases and improvements are made based on the suggestions provided.

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PART III: Academic Program Reviews**

<b>Chart 1. Full-time First-Time-In-College Enrollment, Fall 2007 and Early Admits</b>								
	NRA	B	AI/AN	A/PI	H	W	Unk	T
Men	12	283	8	274	374	1652	54	2657
Women	14	627	18	326	571	2155	73	3784
Total	26	910	26	600	945	3807	127	6441
Category % of Total	0.4%	14.1%	0.4%	9.3%	14.7%	59.1%	2.0%	100.0%

*Source: IPEDS 2007-08 Part A, Fall enrollment by race, ethnicity, and gender. Column 1, First time students.*

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<b>Chart 2. Full-time Florida Community College A.A. Transfers, Fall 2007 and Summer 2007</b>								
	NRA	B	AI/AN	A/PI	H	W	Unk	T
Men	23	36	2	46	128	686	17	938
Women	21	51	3	49	122	609	21	876
Total	44	87	5	95	250	1295	38	1814
Category % of Total	2.4%	4.8%	0.3%	5.2%	13.8%	71.4%	2.1%	100.0%
<i>Source: IPEDS 2007-08 Part A, Fall enrollment by race, ethnicity, and gender. Column 2, Transfer-In</i>								

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<b>Chart 3. Retention of Full-Time FTICs Entering Fall 2006, or Summer 2006 and Continuing into Fall, After One Year</b>										
	NRA	B	AI/AN	A/PI	H	W	Unk	Female	Male	Total
Cohort	34	899	20	568	938	4006	284	3824	2925	6749
Category % of Total	0.5%	13.3%	0.3%	8.4%	13.9%	59.4%	4.2%	56.7%	43.3%	100.0%
After 1 year	29	834	19	546	890	3831	269	3632	2786	6418
Retention Rate	85.3%	92.8%	95.0%	96.1%	94.9%	95.6%	94.7%	95.0%	95.2%	95.1%
<i>Source: Local File Student Data Course File</i>										

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**Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2001, or Summer 2001 and Continuing into Fall After Six Years**

	NRA	B	AI/AN	A/PI	H	W	Unk	Female	Male	Total
Cohort	24	459	22	450	704	4579	58	3408	2888	6296
Category % of Total	0.4%	7.3%	0.3%	7.1%	11.2%	72.7%	0.9%	54.1%	45.9%	100.0%
After 6 years										
Number of Graduates	17	322	14	356	556	3758	41	2815	2249	5064
Percent Graduated	70.8%	70.2%	63.6%	79.1%	79.0%	82.1%	70.7%	82.6%	77.9%	80.4%
Category % Graduated	0.3%	6.4%	0.3%	7.0%	11.0%	74.2%	0.8%	55.6%	44.4%	100.0%
Number Retained	17	344	14	366	569	3825	43	2850	2328	5178
Percent Retained	70.8%	74.9%	63.6%	81.3%	80.8%	83.5%	74.1%	83.6%	80.6%	82.2%
Category % Retained	0.3%	6.6%	0.3%	7.1%	11.0%	73.9%	0.8%	55.0%	45.0%	100.0%

*Source: Local Files Student Data Course File*

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<b>Chart 5. Bachelor's Degrees Awarded, AY 2006-2007</b>								
	NRA	B	AI/AN	A/PI	H	W	Unk	T
Men	46	228	10	278	454	2662	44	3722
Women	41	445	20	307	646	3346	41	4846
Total	87	673	30	585	1100	6008	85	8568
Category % of Total	1.0%	7.9%	0.4%	6.8%	12.8%	70.1%	1.0%	100.0%
<i>Source: IPEDS Completions 2007-08 report (degrees awarded AY 2006-07), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all</i>								

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<b>Chart 6. Master's Degrees Awarded, AY 2006-2007</b>								
	NRA	B	AI/AN	A/PI	H	W	Unk	T
Men	252	51	3	78	130	1112	46	1672
Women	144	60	3	63	123	1137	30	1560
Total	396	111	6	141	253	2249	76	3232
Category % of Total	12.3%	3.4%	0.2%	4.4%	7.8%	69.6%	2.4%	100.0%

*Source: IPEDS Completions 2007-08 report (degrees awarded AY 2006-07), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all*

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<b>Chart 7. Doctoral Degrees Awarded, AY 2006-2007</b>								
	NRA	B	AI/AN	A/PI	H	W	Unk	T
Men	185	9	1	13	7	186	8	409
Women	93	18	3	9	21	235	6	385
Total	278	27	4	22	28	421	14	794
Category % of Total	35.0%	3.4%	0.5%	2.8%	3.5%	53.0%	1.8%	100.0%
<i>Source: IPEDS Completions 2007-08 report (degrees awarded AY 2006-07), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all</i>								

**Florida Equity Reports**  
**University of Florida**  
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**PART III: Academic Program Reviews**

<b>Chart 8. First Professional Degrees Awarded, AY 2006-2007</b>								
	NRA	B	AI/AN	A/PI	H	W	Unk	T
Men	6	26	0	54	40	366	15	507
Women	13	39	3	92	54	442	13	656
Total	19	65	3	146	94	808	28	1163
Category % of Total	1.6%	5.6%	0.3%	12.6%	8.1%	69.5%	2.4%	100.0%
<i>Source: IPEDS Completions 2007-08 report (degrees awarded AY 2006-07), GRAND TOTAL BY FIRST MAJOR, First professional degrees. Chart for</i>								

**Florida Equity Reports  
University of Florida  
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PART IV: Gender Equity in Athletics**

**Chart 1. Gender Equity in Athletics Update**

<b>Element</b>	<b>Assessment</b>	<b>Area for improvement? (check if yes, and describe on form below)</b>
1. Sports offerings	Currently, the University sponsors every men's and women's sport that is sponsored by the Southeastern Conference. In addition, the University Athletic Association will add Women's Lacrosse beginning 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 2007-2008 female undergraduate enrollment ratio was approximately 54% and the female athletics participation ratio was approximately 42%.	✓
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Each sport has a dedicated practice area and facility at its disposal. The University Athletic Association is currently expanding the weight room, a benefit to all sports teams. The expansion will be complete July 2008. In preparation for the new Women's Lacrosse team, construction of new practice and competition facilities will be completed by July 2009. The creation of a Women's Lacrosse practice field also includes plans for an improved practice field for Women's Soccer. Lastly, the University Athletic Association has begun renovations of the Men's and Women's Golf facilities to be completed by September 2008. Both teams will benefit from updated locker rooms and conference area. This assessment is equitable.	

4. Scholarship offerings for athletes	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.	
5. Funds allocated for:		
a) the athletic program as a whole	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.	
b) administration	Funds for administrative efforts are allocated evenly across men's and women's sports programs. This assessment is equitable.	
c) travel and per diem allowances	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.	
d) recruitment	Resources allocated for the recruitment of female student-athletes is 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.	
e) comparable coaching	Coaches of women's sports teams are compensated equitably when compared to their Southeastern Conference 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.	

f) publicity and promotion	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 Sports Information Director and Marketing Coordinator and provided a media guide, poster, schedule card, weekly releases, weekly press opportunities, a link on Gatorzone.com, and a marketing and promotions plan specific to their sport. The University Athletic Association has directed efforts to increase exposure and promotions of women's sports through webcasting, television, and radio broadcasting. New in 2007-2008 was the creation of an independent website for Amanda Butler, the Women's Basketball head coach. Also, promotions of Women's Softball increased the number of games broadcast on radio from 10 in 2007 to 17 in 2008. Overall, there was increased attendance at women's basketball, gymnastics, women's volleyball and softball in the 2007-2008 seasons due in part to new promotional approaches. This assessment is equitable.	
g) other support costs	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.	
6. Provision of equipment and supplies	The University Athletic Association has 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 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.	

7. Scheduling of games and practice times	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.	
8. Opportunities to receive tutoring	As demonstrated by Mid-Year survey results, student-athletes are very satisfied with the support services provided by the Office of Student Life. 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 Office of Student Life to ensure skilled tutors are available to all student-athletes equitably. This assessment is equitable.	
9. Compensation of coaches and tutors	Compensation packages for coaches of women's sports are competitive when compared to their Southeastern Conference counterparts and are 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 why a tutor pay rate would change is if they reached a different bracket for level of education (i.e. bachelor's to master's). 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>10. Medical and training services</p>	<p>The University Athletic Association employs 10 full-time certified athletic trainers, five graduate assistant trainers, and four non-student interns to provide care for student-athletes. Each sport is assigned an athletic trainer, and men’s and women’s teams have equal access to certified trainers. In addition, two general medical doctors and two orthopedic surgeons provide care to all student-athletes and teams. In addition to athletic trainers and physicians, the University Athletic Association employs two licensed dieticians and one student intern in nutrition. All sports have equal access to nutrition services. The University Athletic Association has four athletic training rooms to ensure all student-athletes have timely access to medical services provided by trainers and physicians. Each training room accommodates both male and female student-athletes. Satellite training facilities are also available at practice locations for softball, soccer and gymnastics for use during practice and competition. This assessment is equitable.</p>	
<p>11. Housing and dining facilities and services</p>	<p>Housing and dining facility accommodations for student-athletes are provided by the University Housing and Residence Education and University Food Service. The University Athletic Association funds a training table meal four nights each week for student-athletes on athletic scholarship. Training table meals are provided to 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. Resident hall assignments are made by the Office of Student Life 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>	

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PART IV: Gender Equity in Athletics**

**Chart 2. Gender Equity in Athletics - Areas for Improvement**

<b>Areas for improvement</b>	<b>Program for improvement</b>	<b>Timetable</b>
A. Improve female participation rates	<p>In its continued efforts to enhance opportunities for female student-athletes, the University Athletic Association will add the sport of Women’s Lacrosse for the 2009-2010 academic year. In the 2007-2008 academic year, the University Athletic Association has hired the Women’s Lacrosse head coach and one full time assistant coach with plans to hire a second full time assistant coach in July. The University Athletic Association has identified a location for the Women’s Lacrosse facility and recruiting of student-athletes has begun. With the addition of women’s lacrosse, the University Athletic Association will fund the maximum number of scholarships allowed by the NCAA, thereby increasing scholarship opportunities for women.</p> <p>In order to provide enhanced facilities for student-athletes, the University Athletic Association has begun renovations of the Women’s and Men’s Golf team rooms, and the student-athlete weight room. These renovations are to be completed before the 2008 fall semester. The University Athletic Association will also construct new Lacrosse practice and competition fields as well as an upgraded Women’s Soccer practice field before the 2009 fall semester.</p>	Begin Women’s Lacrosse fall 2009

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

- Accommodation of Interest and Abilities
- Substantial Proportionality
- History and Practice of Expansion of Sports

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PART V: Employment Representation**

<b>Chart 1. Category Representation – Tenured Faculty</b>									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	13	64	2	146	53	1653	0	475	1931
Number, Fall 2006	9	61	2	138	54	1680	0	475	1944
Percentage Change From Fall 2006 to 2007	44.4%	4.9%	0.0%	5.8%	-1.9%	-1.6%	N/A	0.0%	-0.7%
Number, Fall 2002	5	40	2	102	38	1477	0	274	1664
Percentage Change From Fall 2002 to 2007	160.0%	60.0%	0.0%	43.1%	39.5%	11.9%	N/A	73.4%	16.0%
Area for improvement, compared with national standards? (Check if yes)									

*Source: IPEDS Fall Staff 2007, 2006 and 2002*

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<b>Chart 2. Category Representation – Tenure-Track Faculty</b>									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	97	35	3	101	40	526	5	311	807
Number, Fall 2006	106	29	2	103	37	537	1	294	815
Percentage Change From Fall 2006 to 2007	-8.5%	20.7%	50.0%	-1.9%	8.1%	-2.0%	400.0%	5.8%	-1.0%
Number, Fall 2002	95	22	0	58	23	455	0	204	653
Percentage Change From Fall 2002 to 2007	2.1%	59.1%	N/A	74.1%	73.9%	15.6%	N/A	52.5%	23.6%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2007, 2006 and 2002

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PART V: Employment Representation**

<b>Chart 3. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities</b>									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	146	61	3	191	104	1042	10	664	1557
Number, Fall 2006	137	58	3	171	104	1004	0	634	1477
Percentage Change From Fall 2006 to 2007	6.6%	5.2%	0.0%	11.7%	0.0%	3.8%	N/A	4.7%	5.4%
Number, Fall 2002	92	56	0	108	63	891	0	541	1210
Percentage Change From Fall 2002 to 2007	58.7%	8.9%	N/A	76.9%	65.1%	16.9%	N/A	22.7%	28.7%
Area for improvement, compared with national standards? (Check if yes)									

*Source: IPEDS Fall Staff 2007, 2006 and 2002*

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<b>Chart 4. Category Representation – Executive/Administrative/Managerial</b>									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	2	27	2	7	6	388	0	160	432
Number, Fall 2006	3	23	3	6	7	393	0	168	435
Percentage Change From Fall 2006 to 2007	-33.3%	17.4%	-33.3%	16.7%	-14.3%	-1.3%	N/A	-4.8%	-0.7%
Number, Fall 2002	0	17	2	5	5	403	0	134	432
Percentage Change From Fall 2002 to 2007	N/A	58.8%	0.0%	40.0%	20.0%	-3.7%	N/A	19.4%	0.0%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2007, 2006 and 2002

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<b>Chart 5. New Hires AY 2006-2007 – Tenured Faculty</b>									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	0	1	0	2	0	4	0	3	7
Number, Fall 2006	0	0	0	0	0	3	0	0	3
Percentage Change From Fall 2006 to 2007	N/A	N/A	N/A	N/A	N/A	33.3%	N/A	N/A	133.3%
Number, Fall 2002	1	0	0	2	1	5	0	0	9
Percentage Change From Fall 2002 to 2007	-100.0%	N/A	N/A	0.0%	-100.0%	-20.0%	N/A	N/A	-22.2%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2007, 2006 and 2002

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<b>Chart 6. New Hires AY 2006-2007 – Tenure-Track Faculty</b>									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2007	11	5	0	7	4	42	2	27	71
Number, Fall 2006	3	1	1	8	4	35	0	19	52
Percentage Change From Fall 2006 to 2007	266.7%	400.0%	-100.0%	-12.5%	0.0%	20.0%	N/A	42.1%	36.5%
Number, Fall 2002	22	1	0	4	5	52	0	17	84
Percentage Change From Fall 2002 to 2007	-50.0%	400.0%	N/A	75.0%	-20.0%	-19.2%	N/A	58.8%	-15.5%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2007, 2006 and 2002

**Florida Equity Reports  
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PART V: Employment Representation**

<b>Chart 7. New Hires AY 2006-2007 – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities</b>									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2007	22	5	0	10	2	60	4	42	103
Number, Fall 2006	21	8	2	20	15	106	0	70	172
Percentage Change From Fall 2006 to 2007	4.8%	-37.5%	-100.0%	-50.0%	-86.7%	-43.4%	N/A	-40.0%	-40.1%
Number, Fall 2002	23	2	0	18	3	86	0	52	132
Percentage Change From Fall 2002 to 2007	-4.3%	150.0%	N/A	-44.4%	-33.3%	-30.2%	N/A	-19.2%	-22.0%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2007, 2006 and 2002

**Florida Equity Reports**  
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**PART V: Employment Representation**

<b>Chart 8. New Hires AY 2006-2007 – Executive/Administrative/Managerial</b>									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2007	0	1	0	0	0	8	0	4	9
Number, Fall 2006	0	1	0	0	0	9	0	3	10
Percentage Change From Fall 2006 to 2007	N/A	0.0%	N/A	N/A	N/A	-11.1%	N/A	33.3%	-10.0%
Number, Fall 2002	0	0	0	0	0	13	0	9	13
Percentage Change From Fall 2002 to 2007	N/A	N/A	N/A	N/A	N/A	-38.5%	N/A	-55.6%	-30.8%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2007, 2006 and 2002

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**PART VI: Areas of Improvement from 2007 Report; Achievement of Improvement Reported in 2008**

<b>Areas of Improvement Identified in June 2006/07 Report</b>	<b>Achievement Report, June 2007/08</b>
<p>1. Warrington College of Business Administration plans to increase undergraduate enrollment from 25% to 30% minority.</p> <p>2. The College of Nursing will institute minority recruitment on a different level and increase financial support at the graduate level.</p> <p>3. The female student-athlete participation ratio is below that of female students generally. The 2007-2008 female undergraduate enrollment ratio was approximately 54% and the female athletics participation ratio was approximately 42%.</p>	

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**PART VII: Protected-class Representation in the Tenure Process, 2006-2007**

Sex, Race/Ethnicity	*Eligible	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>						
American Indian or Alaskan Native	0	0	0	0	0	0
Asian or Pacific Islander	11	11	0	1	0	10
Black, Not Hispanic	3	3	0	0	0	3
Hispanic	5	5	1	0	0	4
White, not Hispanic	55	55	2	2	0	51
Other, Not Reported	0	0	0	0	0	0
<b>Total Male (include Other, Not Reported)</b>	<b>74</b>	<b>74</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>68</b>
<b>FEMALES</b>						
American Indian or Alaskan Native	0	0	0	0	0	0
Asian or Pacific Islander	1	1	1	0	0	0
Black, not Hispanic	2	2	0	0	0	2
Hispanic	1	1	0	0	0	1
White, not Hispanic	31	31	1	3	0	27
Other, Not Reported	0	0	0	0	0	0
<b>Total Female (Number and Percent) (include Other, Not Reported)</b>	<b>35 32.1%</b>	<b>35 32.1%</b>	<b>2 40.0%</b>	<b>3 50.0%</b>	<b>0 0.0%</b>	<b>30 30.6%</b>
<b>GRAND TOTAL</b>	<b>109</b>	<b>109</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>98</b>

\*Eligible: Data collected only from departments with actual applicants. Does not include tenure nominations as a condition of employment.

ELIGIBLE FOR RECOMMENDATION: Faculty who have no more than six years credit toward tenure.

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

DENIED: Faculty for whom tenure was denied during the review process.

NOMINATED Faculty for whom tenure is being recommended by the University.

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**PART VIII: Promotion and Tenure Committee Composition, AY 2007-2008**

College Departments	Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>University Academic Personnel Board</b>	0	0	0	0	1	1	0	0	5	0	0	0	6	1
<b>Agricultural &amp; Life Sciences</b>	16	13	1	0	22	4	6	5	337	137	0	0	382	159
Agricultural & Biological Eng	1	0	0	0	3	0	1	0	13	3	0	0	18	3
Agricultural Educ & Commun	0	0	0	0	0	0	0	0	9	1	0	0	9	1
Agronomy	0	0	0	0	1	0	0	0	17	3	0	0	18	3
Animal Sciences	2	1	0	0	0	0	0	0	19	1	0	0	21	2
County Operations	8	10	1	0	0	0	1	2	68	80	0	0	78	92
Entomology & Nematology	2	1	0	0	2	0	1	0	42	5	0	0	47	6
Environmental Hort	0	0	0	0	1	0	0	0	18	3	0	0	19	3
Family, Youth, & Community Sci	0	1	0	0	0	1	0	2	2	8	0	0	2	12
Fisheries & Aquatic Sciences	0	0	0	0	1	0	1	0	8	1	0	0	10	1
Food & Resource Economics	1	0	0	0	0	1	0	1	29	3	0	0	30	5
Food Science & Human Nutrition	0	0	0	0	0	0	0	0	13	8	0	0	13	8
Horticultural Sciences	0	0	0	0	3	0	2	0	39	6	0	0	44	6
Microbiology & Cell Science	1	0	0	0	1	1	0	0	7	1	0	0	9	2
Plant Pathology	0	0	0	0	2	0	0	0	20	4	0	0	22	4
School of Forest Res & Conser	0	0	0	0	3	0	0	0	11	2	0	0	14	2
Soil & Water Science	1	0	0	0	3	1	0	0	12	3	0	0	16	4
Statistics	0	0	0	0	1	0	0	0	1	1	0	0	2	1
Wildlife Ecology & Conservatn	0	0	0	0	1	0	0	0	9	4	0	0	10	4
<b>Business Administration</b>	2	0	1	0	7	1	1	0	54	4	0	0	65	5
Economics	0	0	0	0	1	0	0	0	14	1	0	0	15	1
Finance, Insurance & Real Est	0	0	1	0	1	0	1	0	13	0	0	0	16	0
Fisher School of Accounting	1	0	0	0	0	0	0	0	7	1	0	0	8	1
Info Systems & Operations Mgmt	0	0	0	0	4	0	0	0	4	1	0	0	8	1
Management	1	0	0	0	1	0	0	0	7	1	0	0	9	1

College Departments	Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Marketing	0	0	0	0	0	1	0	0	9	0	0	0	9	1
<b>Dentistry</b>	0	0	0	0	3	0	1	1	54	10	0	0	58	11
Dental Biomaterials	0	0	0	0	1	0	0	0	2	0	0	0	3	0
Endodontics	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Operative Dentistry	0	0	0	0	0	0	0	1	10	4	0	0	10	5
Oral & Maxillofacial Surg & Di	0	0	0	0	1	0	1	0	10	2	0	0	12	2
Oral Biology	0	0	0	0	1	0	0	0	8	2	0	0	9	2
Orthodontics	0	0	0	0	0	0	0	0	6	0	0	0	6	0
Pediatric Dentistry	0	0	0	0	0	0	0	0	7	0	0	0	7	0
Periodontology	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Prosthodontics	0	0	0	0	0	0	0	0	7	1	0	0	7	1
<b>Design, Construction &amp; Planning</b>	2	0	1	0	1	0	2	1	25	13	0	0	31	14
Interior Design	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Landscape Architecture	0	0	0	0	0	0	0	1	2	2	0	0	2	3
Rinker Sch of Bldg Construct	1	0	0	0	1	0	1	0	6	0	0	0	9	0
School of Architecture	1	0	1	0	0	0	1	0	13	6	0	0	16	6
Urban & Regional Planning	0	0	0	0	0	0	0	0	4	2	0	0	4	2
<b>Education</b>	4	3	0	0	1	2	1	2	33	51	0	0	39	58
Alliance Center	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Counselor Education	0	0	0	0	0	0	1	1	3	3	0	0	4	4
Educational Admin & Policy	0	0	0	0	0	0	0	0	11	6	0	0	11	6
Educational Psychology	0	0	0	0	0	0	0	0	1	4	0	0	1	4
PK Yonge Devel Res School	3	0	0	0	0	1	0	1	9	16	0	0	12	18
School of Teaching & Learning	0	3	0	0	1	1	0	0	6	13	0	0	7	17
Special Education	0	0	0	0	0	0	0	0	3	9	0	0	3	9
<b>Engineering</b>	2	0	0	0	36	2	4	0	126	10	0	0	168	12
Biomedical Engineering	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Chemical Engineering	0	0	0	0	4	0	1	0	8	1	0	0	13	1
Civil & Coastal Engineering	0	0	0	0	3	0	1	0	26	0	0	0	30	0
Computer & Info Sci & Engin	0	0	0	0	7	1	1	0	11	1	0	0	19	2

College Committees Departments	Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Electrical & Computer Engin	0	0	0	0	10	1	1	0	18	0	0	0	29	1
Environmental Engin Sciences	1	0	0	0	1	0	0	0	13	1	0	0	15	1
Industrial & Systems Engin	0	0	0	0	1	0	0	0	7	0	0	0	8	0
Materials Science & Engineer	0	0	0	0	2	0	0	0	15	4	0	0	17	4
Mechanical & Aerospace Engin	1	0	0	0	8	0	0	0	20	2	0	0	29	2
Nuclear & Radiological Eng	0	0	0	0	0	0	0	0	7	0	0	0	7	0
<b>Fine Arts</b>	2	1	0	0	0	0	3	0	39	18	0	0	44	19
Dean's Ofc-Fine Arts	0	0	0	0	0	0	0	0	0	1	0	0	0	1
School of Art & Art History	0	0	0	0	0	0	2	0	10	8	0	0	12	8
School of Music	1	1	0	0	0	0	0	0	22	4	0	0	23	5
School of Theatre & Dance	1	0	0	0	0	0	1	0	7	5	0	0	9	5
<b>Fla Museum of Natural History</b>	0	0	0	0	0	0	0	0	14	5	0	0	14	5
Natural History	0	0	0	0	0	0	0	0	14	5	0	0	14	5
<b>Health &amp; Human Performance</b>	0	3	0	0	3	0	0	0	21	6	0	0	24	9
Applied Physio & Kinesio	0	0	0	0	0	0	0	0	9	1	0	0	9	1
Health Education & Behavior	0	1	0	0	1	0	0	0	6	3	0	0	7	4
Tourism, Recrea & Sport Mngt	0	2	0	0	2	0	0	0	6	2	0	0	8	4
<b>Health Affairs</b>	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Health Center Library	0	0	0	0	0	0	0	0	0	1	0	0	0	1
<b>Journalism &amp; Communications</b>	2	2	0	0	1	1	1	0	16	15	0	0	20	18
Advertising	0	1	0	0	1	0	0	0	3	5	0	0	4	6
Dean's Ofc-Journalism & Commun	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Journalism	1	1	0	0	0	0	0	0	6	5	0	0	7	6
Public Relations	0	0	0	0	0	0	1	0	1	3	0	0	2	3
Telecommunication	1	0	0	0	0	1	0	0	6	1	0	0	7	2
<b>Latin American Studies</b>	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Latin American Studies	0	0	0	0	0	0	0	0	1	1	0	0	1	1

College Departments	Committees		Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	<b>Law</b>	1	2	0	0	0	0	2	1	31	15	0	0	34	18	
Dean's Ofc-Law	1	2	0	0	0	0	2	1	29	12	0	0	32	15		
Law Library	0	0	0	0	0	0	0	0	2	3	0	0	2	3		
<b>Liberal Arts &amp; Sciences</b>	4	8	0	0	15	8	11	4	312	80	0	0	342	100		
African & Asian Lang & Lit	0	0	0	0	0	2	0	0	2	2	0	0	2	4		
Anthropology	1	1	0	0	0	0	0	0	14	4	0	0	15	5		
Astronomy	0	0	0	0	1	0	1	0	10	2	0	0	12	2		
Botany	0	0	0	0	0	1	0	0	9	1	0	0	9	2		
Chemistry	0	1	0	0	3	1	2	0	55	3	0	0	60	5		
Classics	0	1	0	0	0	0	0	1	6	2	0	0	6	4		
Communication Sci & Disorders	0	0	0	0	0	0	0	0	4	2	0	0	4	2		
Criminology, Law & Society	0	0	0	0	0	0	1	0	3	2	0	0	4	2		
English	1	1	0	0	0	1	0	0	35	12	0	0	36	14		
Geography	0	1	0	0	0	0	0	0	8	2	0	0	8	3		
Geological Sciences	0	0	0	0	0	0	0	0	11	2	0	0	11	2		
Germanic & Slavic Studies	0	0	0	0	0	0	0	0	8	2	0	0	8	2		
History	0	0	0	0	0	0	0	0	18	7	0	0	18	7		
Jewish Studies	0	0	0	0	0	0	0	0	1	0	0	0	1	0		
Linguistics	0	0	0	0	0	1	0	0	2	4	0	0	2	5		
Mathematics	1	0	0	0	6	1	1	0	34	2	0	0	42	3		
Philosophy	0	1	0	0	1	0	0	0	11	0	0	0	12	1		
Physics	0	0	0	0	1	0	0	0	7	0	0	0	8	0		
Political Science	0	0	0	0	0	0	1	0	15	4	0	0	16	4		
Psychology	0	1	0	0	1	0	0	1	21	5	0	0	22	7		
Religion	0	0	0	0	0	1	1	0	6	1	0	0	7	2		
Romance Languages & Lit	0	0	0	0	0	0	3	1	4	10	0	0	7	11		
Sociology	1	0	0	0	0	0	1	1	9	5	0	0	11	6		
Statistics	0	0	0	0	1	0	0	0	9	0	0	0	10	0		
Women's Studies & Gender Res	0	0	0	0	0	0	0	0	0	1	0	0	0	1		
Zoology	0	1	0	0	1	0	0	0	10	5	0	0	11	6		
<b>Library Automation</b>	0	0	0	0	0	0	0	0	0	1	0	0	0	1		
Library Automation	0	0	0	0	0	0	0	0	0	1	0	0	0	1		

College Departments	Committees		Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>Medicine</b>	2	1	0	0	29	6	7	2	280	50	0	0	318	59		
Anatomy & Cell Biology	0	0	0	0	2	0	0	0	8	0	0	0	10	0		
Anesthesiology	0	0	0	0	1	1	1	0	16	2	0	0	18	3		
Biochemistry & Molec Biology	0	1	0	0	1	0	0	0	11	2	0	0	12	3		
Cancer Center	0	0	0	0	0	0	0	0	1	0	0	0	1	0		
Community Health & Family Med	0	0	0	0	1	0	0	0	8	2	0	0	9	2		
Emergency Medicine	0	0	0	0	0	0	0	0	4	1	0	0	4	1		
Epidemiology & Health Pol Res	0	0	0	0	0	0	0	0	3	1	0	0	3	1		
Institute On Aging	0	0	0	0	0	0	0	0	1	0	0	0	1	0		
Medicine	0	0	0	0	3	2	3	0	55	7	0	0	61	9		
Medicine Statistics	0	0	0	0	1	0	0	0	1	1	0	0	2	1		
Molecular Genetics & Microbiol	0	0	0	0	2	0	0	0	10	3	0	0	12	3		
Neurological Surgery	0	0	0	0	1	0	1	0	3	0	0	0	5	0		
Neurology	0	0	0	0	1	0	0	0	9	0	0	0	10	0		
Neuroscience	0	0	0	0	0	0	0	0	13	4	0	0	13	4		
Obstetrics & Gynecology	1	0	0	0	0	1	1	0	12	2	0	0	14	3		
Ophthalmology	0	0	0	0	1	0	0	0	5	1	0	0	6	1		
Orthopaedics Surgery	0	0	0	0	0	0	0	0	8	1	0	0	8	1		
Otolaryngology	0	0	0	0	0	0	0	0	2	0	0	0	2	0		
Pathology,Immunology & Lab Med	0	0	0	0	2	1	0	0	16	4	0	0	18	5		
Pediatrics	1	0	0	0	5	1	1	0	28	8	0	0	35	9		
Pharmacology & Therapeutics	0	0	0	0	0	0	0	0	10	2	0	0	10	2		
Physiology & Funct Genomics	0	0	0	0	2	0	0	0	7	1	0	0	9	1		
Psychiatry	0	0	0	0	1	0	0	1	9	2	0	0	10	3		
Radiation Oncology	0	0	0	0	2	0	0	0	4	1	0	0	6	1		
Radiology	0	0	0	0	0	0	0	1	10	4	0	0	10	5		
Surgery	0	0	0	0	3	0	0	0	25	1	0	0	28	1		
Urology	0	0	0	0	0	0	0	0	1	0	0	0	1	0		
<b>Nursing</b>	0	0	0	0	0	0	0	0	1	17	0	0	1	17		
Nursing	0	0	0	0	0	0	0	0	1	17	0	0	1	17		
<b>Pharmacy</b>	0	0	0	0	1	0	0	0	20	8	0	0	21	8		

College Committees Departments	Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Medicinal Chemistry	0	0	0	0	0	0	0	0	2	2	0	0	2	2
Pharmaceutics	0	0	0	0	1	0	0	0	4	0	0	0	5	0
Pharmacodynamics	0	0	0	0	0	0	0	0	4	2	0	0	4	2
Pharmacy Health Care Admin	0	0	0	0	0	0	0	0	3	3	0	0	3	3
Pharmacy Practice	0	0	0	0	0	0	0	0	7	1	0	0	7	1
<b>Public Health &amp; Health Prof</b>	0	0	0	0	0	0	0	0	18	12	0	0	18	12
Behavioral Sci & Commun Health	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Clinical & Health Psychology	0	0	0	0	0	0	0	0	11	3	0	0	11	3
Communicative Disorders	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Health Svc Rsch, Mgt & Policy	0	0	0	0	0	0	0	0	3	4	0	0	3	4
Occupational Therapy	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Physical Therapy	0	0	0	0	0	0	0	0	1	2	0	0	1	2
<b>Student Affairs</b>	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Counseling Center	0	0	0	0	0	0	0	0	0	1	0	0	0	1
<b>University Libraries</b>	0	1	0	0	0	1	0	1	14	18	0	0	14	21
Collection Management	0	0	0	0	0	0	0	0	4	1	0	0	4	1
Government Documents	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Humanities & Social Sci Ref	0	0	0	0	0	1	0	0	0	6	0	0	0	7
Marston Science Library	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Preservation	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Special Collections & Area St	0	0	0	0	0	0	0	0	5	1	0	0	5	1
Systems	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Technology Services	0	1	0	0	0	0	0	1	3	4	0	0	3	6
<b>Veterinary Medicine</b>	2	0	0	0	1	1	2	0	44	10	0	0	49	11
Infectious Disease & Pathology	1	0	0	0	0	1	0	0	10	1	0	0	11	2
Large Animal Clinical Sciences	1	0	0	0	1	0	2	0	11	5	0	0	15	5
Physiological Sciences	0	0	0	0	0	0	0	0	11	1	0	0	11	1
Small Animal Clinical Sciences	0	0	0	0	0	0	0	0	12	3	0	0	12	3

## **Florida Equity Reporting Equity Accountability Program Budget Incentive Plan**

“UF is committed to providing a supportive, intellectually prosperous and productive environment for its faculty, staff, students and guests. This commitment to excellence and service cannot be fully attained without acknowledging the value and necessity of diversity...The University recognizes that an adequate representation of well-qualified minorities, women and persons from other underserved groups, in all fields and at all employment levels, adds cultural and cognitive richness to the institution and enhances its vitality, effectiveness and reputation. The presence and retention of a diverse faculty broadens the University’s instructional and research programs. A broadly diverse faculty, one that reflects all aspects of Diversity (experience, talent, socioeconomic background, racial, ethnic, gender, etc.), is critical to achieving the University’s educational mission of providing the best education to all of our students, conducting excellent research to increase knowledge, and serving the state’s and the nation’s needs, including their need for a well-qualified and prepared citizenship, workforce and leadership.” Quoted from the University of Florida *Faculty Recruitment Toolkit* (2007)

The *Toolkit*, quoted above is a center piece of a strategic plan for developing faculty diversity at the University. A second aspect of this plan includes an online recruitment tutorial for search committees. Beginning in the spring of 2008, certification via this tutorial is required of all faculty assigned to faculty search committees. The tutorial, like the *Toolkit*, is aimed at teaching search committees how to engage in a viable outreach process. The goal is to engage proactive searches using recruitment outreach activities which increase opportunities for building a diverse faculty.

To further assist with these efforts, the Provost's office includes faculty recruitment and career enhancement funds (the Dual Career Services, for instance) in its budget which offer support to departments and colleges in need of assistance in recruiting and retaining faculty, including minority and women faculty. Use of the fund is assessed and provided on a case-by-case basis as funds become available.

As a system of support for departments or academic programs asked to make dual career considerations for faculty searches, Dual Career Services (DCS) funding is an incentive

program. It is available for use by units in all Senior VP areas. Most often hires resulting from dual career consideration present unexpected budget responsibilities. DCS funds are intended to eliminate this budget strain so that relocating faculty members and new primary hires receive due consideration without prejudice or bias caused by the dual career situation they face. These funds are available for minority and women hires equally with non-minority dual career consideration. Last year's funding efforts supported seven (7) signed support agreements minority hires and retention resolutions. These are primarily three year contracts for rate support. This brings the total support for the past two years of the program to sixteen (16) active agreements. One million dollars was budgeted of which 2007-08 expenditures were \$683,669 and 2006-07 were \$266,062.

# Florida Equity Reporting

## President's Evaluation Process and Results

The University of Florida's data on enrollment, gender equity in athletics, and employment for 2007-08 reporting period has been analyzed and validated by the Office of Equal Employment Opportunity in conjunction with the Office of Institutional Planning and Research.

This report documents specific narrative and statistical information which reflects well on the university's equity efforts. Top level administrators and specific reporting units have appropriately addressed the President's Strategic Work Plan for diversity.

### LEVEL OF GOAL ATTAINMENT FOR 2006-2007

#### a. Program Area: Undergraduate Students:

- ✧ Increased the percentage of Bachelor Degrees awarded to Black students by 24.9%.
- ✧ The retention rate for Black students in the Fall 2006 cohort was 92.8%, compared with 85.3% to 96.1% for all other groups.
- ✧ Increased the number of First Time in College Black students from 896 in 2006 to 910 in 2007.
- ✧ Increased the number of First Time in College Hispanic/Latino students from 935 in 2006 to 945 in 2007.
- ✧ The Pledging to Achieve Academic Competence Together (PAACT) program, and the Cooperative Academic Achievement Program (CAAP), were successful in attracting and retaining over 100% of it enrollees.

#### b. Program Area: Graduate & First Professional Students

- ✧ Increased Graduate Enrollment for Hispanic/Latino, Black and Asian students by 16.9%, 8.3%, and 37.8% respectively.
- ✧ Increased First Professional Enrollment for Hispanic/Latino and Black students by 7.5% and 8.4% respectively.

#### c. Tenured & Tenure-Track Faculty

- ✧ 100% of the Black applicants for tenure in 2006-2007 were nominated.
- ✧ Black tenured faculty increased by 4.9% in 2006- 2007.
- ✧ Black tenured-track faculty experienced increased by 6 positions in Fall 2007.
- ✧ During Fall 2007, a Black faculty member was hired with tenure status.

#### d. Other Equity Accountabilities:

- ✧ Increased the Diversity of Faculty:
  - ◆ From 996 minority faculty in Fall 2006, to 1048 minority faculty in Fall 2007.
  - ◆ From 1431 women faculty in Fall 2006, to 1,481 women faculty in Fall 2007
- ✧ Increased the Diversity of Students:
  - ◆ From 13,604 minority students in Fall 2006, to 14354 minority students in Fall 2007
  - ◆ From 27,195 female students in Fall 2006, to 27,648 female students in Fall 2007

# **Florida Equity Reporting**

## **Top Administrators' Evaluation Process and Results**

As part of the program review process at UF, each dean or department head submits to the Senior Vice President a program narrative that includes its mission statement, goals, expected outcomes and improvement strategies. This report summaries research efforts and external funding and in the same breadth, diversity of students, staff and faculty are discussed. The diversity section from each report is referenced in the Florida Educational Equity report as follows:

### **Agricultural and Natural Resources**

Equity accomplishments and goals for IFAS for the period 2005 – 2008 are recorded in a five year summary report. The office of the Senior Vice President for the Institute of Food and Agricultural Sciences reports:

- Diversity has been a targeted area for improvement since January 2005. Of the full-time tenured or tenure-accruing faculty in Fall 2007, 71% were males and 29% were females. Racial minorities accounted for 16% of the faculty. Comparing these numbers with the Fall 2005 numbers of 81% males, 19% females and 13% minorities shows a significant increase in the number of females and a slower, but steady, increase in minority recruiting success. This success is most apparent in the assistant faculty rank where 33% are female and 26% are racial minorities, as opposed to 29% and 22% respectively in Fall 2005. With continued efforts in coming years, and as the current assistant professor cohort advances in rank, diversity in the total IFAS faculty will steadily improve.
- Of the full-time permanent status and permanent status-accruing county Extension faculty in Fall 2007, 41% were males and 59% were females as compared to 44% males and 56% females in Fall 2005. Racial minorities account for 12%, as opposed to 11% in Fall 2005.
- The staff in IFAS continues to hold steady at 49% males, 51 % females and 20% minorities.

- IFAS, in conjunction with the Office of the Provost, was successful in making six dual career hires during the reporting period. The race and sex of the six were: two white females, one Hispanic male, one Hispanic female, one African American male and one Asian male.
- IFAS works proactively to facilitate dual career hires and to retain the most productive and sought-after of our faculty members. Toward this end, we have awarded 23 special pay increases since 2005 for retention and/or to achieve market equity. Of these, 22% were awarded to women and 17% were awarded to minorities.

### **UF Center for Latin American Studies**

The Center is committed to diversity among its Center-based faculty, staff and students and has been successful in maintaining a diverse workforce and student body.

- **Assessment:** Of the 17 Center-based faculty, 53% are female and 35% are Hispanic. For staff, 82% are female and 54% are Black and Hispanic. Currently enrolled in the MALAS program are 34 students, of which 76% are female and 53% are Hispanic or international students.
- **Improvements made:** For the first time, the Center participated in the Campus Visitation Program sponsored by the UF Office of Graduate Minority Programs in February, bringing three students to campus, all of whom have been admitted to the MALAS program for Fall 2007.

### **Warrington College of Business Administration**

The proactive diversity program that the College committed to over the past several years has led to progress but not goal accomplishment. The tool set used has varied from year to year including resources, structure, support and opportunity. Our goals are specific.

- U/G 30% minority
- Current 25%
- Grad 25% minority

- Current 22%
- Faculty 25% minority
- Current 22%

The overall numbers mark two lingering problems:

1. African American representation continues in every set in the 3-5% range and the College has made little progress toward the 10% goal.
2. Faculty diversity has been static due to lack of hiring. Our general strategy in this domain will continue to be a mix of internal support and external recruitment. Specific factors in this strategy set include:
  - Incentive funding in the graduate program and increased scholarship funds at the undergraduate level. The College is using its own resources to incentivize recruiting at the PhD level and maintain an active role in the PhD Project.
  - New platform (on-line BSBA) and early identification of students (1-BA) will allow the College to undertake meaningful recruiting at the high school and community college levels.
  - Created and staffed a position in the College, Director of Diversity. This person is responsible for coordinating current efforts and initiating new activities to increase the diversity of the College.
  - We expect to see slow but steady progress toward the overall goal but African American representation will continue to be a challenge.

### **College of Design, Construction and Planning**

By increasing carefully calculated utilization of eLearning tools, we will create a seamless interface between our extensive work in the field and our Gainesville base at UF, while at the same time reaching a larger and more diverse student body without further taxing campus resources.

DCP's professional programs have fundamental commitments to serve clients who represent the diversity of community life in the United States and abroad, and it seeks to reflect that through its faculty and students. Strategies to enhance student diversity include more targeted recruitment for graduate students among current undergraduate students at UF; greater visibility of masters and Ph.D. programs in urban markets in Florida; continued support to our College Diversity Specialist to lead the recruitment effort among students and faculty; creating new innovative opportunities to engage a more diverse faculty through appointments as adjunct faculty or, when appropriate, as visiting professors of practice (non-tenure)

### **College of Education**

Another goal is to focus on recruiting and retaining a more diverse faculty and student body, which is in line with the BOG's Goal Two of "*attract and inspire a diverse and talented student body committed to compromising academic excellence.*"

The diversity of our faculty has increased during the last few years, especially since 2004 by a strong focus of the dean and the faculty. We are optimistic that our current searches will add four new faculty of color.

In terms of our graduate students, the enrollment of Asian and African-Americans has remained constant, but has increased among our Hispanic students which is, in part, a result of our online programs in south Florida.

The diversity of our undergraduate student body has remained constant from 2004 to 2005, with approximately 82% White, 6% African- American, 9% Hispanic and 3% other.

### **College of Engineering**

Table 1 shows a remarkable improvement in diversity across the college during the last three academic years. The table reflects a continuous rise in the number of minorities in faculty and also among the students.

Table 2 is another reflection of improvement on diversity. It shows how University of Florida fares when compared with the top ten Universities in the nation in terms of diversity.

Table 1: Diversity Achieved

	2003-04	2004-05	2005-06
Minority % of Overall Ranked Faculty	29.5%	30.9%	31.5%
% of Overall Staff	N/A	42.1%	47.8%
% of New Faculty Hires	N/A	42.1%	47.8%
% of Degrees Awarded (Undergraduate)	28.2%	28.7%	30.1%
% of Degrees Awarded (Graduate)	13.2%	16.0%	14.8%

Table 2: Faculty Diversity Benchmark

	AA	Hispanic	Women	Total	AA(%)	Hispanic(%)	Women(%)
Top Ten Universities Average	5.1	8.0	29.4	279.4	1.83%	2.86%	10.52%
Florida(2006)	6	9	25	287	2.09%	3.14%	8.71%
Florida(2005)	6	10	24	280	2.14%	3.57%	8.57%
Florida(2004)	6	9	21	269	2.23%	3.35%	7.81%
Florida(2003)	7	8	19	261	2.68%	3.07%	7.28%
Florida(2002)	4	7	20	270	1.48%	2.59%	7.41%
Florida(2001)	7	6	20	270	2.59%	2.22%	7.41%

### College of Fine Arts

The very nature of the college's work encompasses diversity and the college consistently seeks that expression in all its aspects. Diversity of thought as expressed through faculty creativity and research enriches the community from studio to gallery to stage. Faculty maintains close ties to the Center for African Studies and Center for Latin American Studies. Faculty research recognized internationally has gained particular acclaim for African and

South American work. The college's Center for World Arts has a strong outreach effort to bring African and South American dance and music to UF and K-12 students.

The MFA in performance has a high ratio of students of color and stage presentations reflect this diversity aiding both the perception and reality of a diverse UF community. Other programs in the college seek to model this success. One strategy organized by minority faculty members has been recruitment through travel to regional historically black colleges and universities to increase graduate student diversity in all three units. Availability of scholarship dollars facilitates the recruitment of a diverse student population. Increasing scholarship dollars is a component of the capital campaign. In the area of searches all efforts have been expended to ensure robust applicant pools. Through the shared governance process, the college has reactivated the faculty Diversity Committee, which is setting goals for future recruitment of students and faculty and addressing the climate for people of color in the college.

### **Senior Vice President for Health Science Center**

Equity accomplishments and goals for the Health Science Center are recorded in a formal program review process. The office of the Senior Vice President for Health Sciences provided documents to support the following excerpt:

- The College of Public Health and Health Professions hired 9 faculty and 33 staff. This college increased its representation of African Americans by 200 percent. Overall, 14% of new hires were from minority groups.
- The College of Veterinary Medicine appointed two faculty members from Florida A&M University to participate on the college DVM admissions committee. Adding diversity to this committee has been good for the admissions process. This college is challenged by a decision of the American Veterinary Medical Association to limit the Foreign Veterinary Program which has historically brought a high level of diversity to the faculty.
- The College of Medicine has a newly appointed Associate Vice President for Health Affairs Equity and Diversity. This college expects this position to

- enhance student and faculty diversity. Minorities comprise 28% of the total faculty in this college. Within the minority faculty 67% are Asian, 21% are Hispanic/Latino and African-American make up 10%. These data indicate 2% in the other category.
- The College of Nursing has five or 8% minority faculty. To account for this success, this college has engaged the “grow our own” philosophy and has been able to recruit talented minority clinical faculty.
  - The College of Pharmacy is currently involved in a year-long effort to successfully recruit a new faculty member. Central administration has provided updated guidelines to increase opportunities for underrepresented minorities to be in the pool of candidates.
  - The College of Dentistry formed a group with the challenge of women in academic dentistry a few years ago. To this and other efforts, since July 1, 2006, 50% of faculty hires and 47.9 % of staff hires have been non-white (or unspecified). Since the same period, 41.7 percent of faculty hires and 73.9 % of staff hires have been women.

### **College of Health and Human Performance**

To recruit minorities and women to the faculty and graduate student positions by maintaining nationally recognized programs of excellence.

According to the metrics worksheet, 20.9% of the college ranked faculty is minority. This is higher than the university average of 17.7%. This year the Dean established criteria for all search committees in 2006-2007. Each requires approval prior to proceeding to the next step.

- Search committees will be carefully selected to ensure that members of the committee are committed to active searches.
- All searches will use the university’s online application system at <https://jobs.ufl.edu>.

## **Journalism and Communications**

Goal 1: Identify outstanding doctoral students and faculty members across the nation who are members of under-represented groups for faculty recruitment.

Outcome: Faculty will become more diverse in racial, ethnic, and cultural backgrounds.

Goal 2: Provide mentoring and support for current faculty.

Outcome: Retain current faculty.

Goal 3: Assess and revise mission and function of Knight Division for Scholarships, Career Services and Multicultural Affairs.

Outcome: Increase in recruitment and retention of students from under-represented groups.

Goal 4: Support UF diversity programs, e.g., Minority Mentor program.

Outcome: Increase in UF's retention efforts and graduation rates.

## **College of Liberal Arts and Sciences**

While the college has not made great leaps forward, it does continue to make progress in this area. Its percentage of minority ranked faculty has increased from 13% to 15.3% to 16.2% over the last three years. Note that these percentages are substantially above the UF average of approximately 6.5%. The CLAS percentage of minority staff hovers around 19.4%. In 2005-06, 25% of undergraduate degrees and

10.7% of graduate degrees were awarded to minority students.

Following an unsuccessful national search for a director of African American Studies, an internal permanent director was appointed. Next year's OPS allocation to that unit has been increased, and this will permit an increased number of course offerings. In addition, the College will assist the Program in realizing a bachelor's degree offering in

African American Studies. This can be accomplished with the faculty already participating in the program, although a search will be initiated this fall for an additional faculty member to participate in the program.

In the next paragraph, I briefly describe the gender diversity among the faculty in the college. These are based on figures in IR's UF Facts database. I was a little startled, however, in looking at these figures to find a large jump in number of faculty in the college between 04 and 05 on the spreadsheets. For example, on the full-time faculty spreadsheet, it shows 757 less 53 postdocs for 704 full-timers in 04. In 05, it shows 823 less 67 postdocs for 756 full timers. That amounts to a faculty increase of 52 faculty members. The following figures illustrate the gender diversity in the college. The tenured plus tenure-accruing faculty totaled 592, 592, and 520 in 2006, 2005, and 2004 respectively. Of these faculty members, 162, 165, and 134 were women in 2006, 2005 and 2004 respectively.

### **Levin College of Law**

The Whitney tenure track faculty is not very diverse: one female and seven white males. During past searches, we have made a consistent but, to date, unsuccessful effort to increase this diversity. This fall we will be conducting a search for one, perhaps two Assistant Professor positions. We will make every effort to improve the diversity of our faculty through this search by directly contacting current and past members of our scientific advisory board, colleagues and other members of the scientific community to ask them to identify suitable candidates and encourage them to apply.

### **Harn Museum of Art**

The Harn emphasizes the artistic expressions of diverse international cultures in its permanent collection and temporary exhibitions, publications and programs. In so doing, the museum produces a variety of offerings that attract large and diverse audiences of all ages. We are now serving audiences that the Harn had not served effectively in the past, such as families with young children and senior citizens. This year we expanded our outreach to senior citizens through the Vital Visionaries Program for which the Harn partnered with the

Center for the Arts in Healthcare Research and Education and the college of Medicine (described elsewhere in this report); and a special lecture and discussion series taught by the Harn director, director of education and curators for seniors in partnership with the Institute for Learning in Retirement. In addition, we initiated a *new program for the visually impaired* called “Looking beyond Sight,” for which specially trained docents provide visually impaired and blind visitors a learning experience in the galleries followed by a hands-on-art-making activity in one of the museum’s classrooms. Pilot groups for this new program were from a community group called the Society for the Blind and a group from the VA Hospital. The program will now be advertised and made available to a wider audience.

### **Smathers Libraries**

The George A. Smathers Libraries System is strongly committed to the diversity of our faculty and staff (see accomplishments, below). As an integral part of the Libraries’, Smathers Libraries Budget Narrative 2007-2008 recruiting program, applicants from a broad spectrum of people, including members of ethnic minorities and disabled persons, are especially encouraged to apply.

However, the realities of the distribution of ethnicities among librarians make recruiting and retaining significant numbers of some groups very difficult. Based on national demographics of both library school graduates and practicing librarians, only about 4% of all librarians are African American. Achieving parity with this statistic would require us to have approximately three African American librarians among our staff of eighty. Our goal is to hire and retain one net additional African American librarian each year for the next three years.