



FLORIDA EQUITY REPORTS

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

JUNE 2007

Larry T. Ellis
Director of Equal Employment Opportunity
Human Resource Services
Post Office Box 115000
Gainesville FL 32611-5000
352-273-1778
larry-ellis@ufl.edu

Florida Equity Reports
TABLE OF CONTENTS

Table of Contents	i
Certification and Approval	1
Description of Plan Development	2
Policies and Procedures in Support of Equity	3
ENROLLMENT	
Enrollment Analysis and Review	4-5
First-Time-In College Enrollment, Fall 2006 and Summer	6
Florida Community College Transfer, Fall 2006 and Summer	7
Retention of Full-Time FTIC Entering Fall 2005 and Summer 2005	8
Graduation Rate Full-Time FTICs	9
Bachelor's Degrees Awarded 2005 – 2006	10
Master's Degrees Awarded 2005-2006	11
Doctoral Degrees Awarded 2005-2006	12
First Professional Degrees Awarded 2005-2006	13
STUDENT SERVICE	
Student Service Self-Study	14-19
GENDER EQUITY IN ATHLETICS	
20-24	
EMPLOYMENT	
Employment Analysis and Review	25-26
Tenured Faculty – Category Representation	27
Tenure-Track Faculty - Category Representation	28
Non-Tenure-Earning Faculty – Category Representation	29
Executive/Administrative/Managerial – Category Representation	30
New Hires Tenured Faculty 2005-2006	31
New Hires Tenured-Track Faculty	32
New Hires Non-Tenure-Earning Faculty	33
New Hires Executive/Administrative/Managerial	34
AREAS OF IMPROVEMENT	
Areas of Improvement Identified in 2007	35
TENURE AND PROMOTION COMMITTEES	
Committee Analysis and Review	36-37
Protected-class Representation in the Tenure Process 2005-2006	38
Promotion and Tenure Committee Composition 2005-2006	39-45
EQUITY ACCOUNTABILITY BUDGET INCENTIVE PLAN	
Budget Incentive Plan	46
PRESIDENT'S EVALUATION	
47	
EVALUATION OF TOP LEVEL ADMINISTRATORS	
48-49	
EXECUTIVE SUMMARY	
50	

Florida Equity Reports
Description of Plan Development
1012.95 F.S.

The University of Florida followed the guidelines resulting from the statewide equity reporting revisions that were approved by the Board of Governors for the 2006-2007 Florida Equity Report. Combined in this June 2007 report are the Enrollment, Gender Equity in Athletics and Employment equity accountabilities.

The Office of Equal Employment Opportunity (EEO) coordinated the University's efforts in the employment and enrollment sections of this report. The enrollment section includes a self-study that was conducted by administrators under the Vice President of Student Affairs. Each program area provided an equity report that addressed: Equal Opportunity Compliance, Equity Accountability, Diversity in Service, New Initiatives and Accolades. Highlights from nine student areas were extracted from these reports and the full report is available at www.hr.ufl.edu/eoo/reports

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 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 Office of Equal Employment Opportunity identified areas of improvement as provided in Table 4 Gender Equity in Athletics as well as areas in employment where comparative measurable results fell below the National AAU Standards.

This report is the result of a coordinated effort the Senior Vice Presidents, Vice Presidents, Deans, Directors and their staff.

**Florida Equity Reports
University of Florida
2006-2007**

Table 2: 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>

The following Regulations are under review for modifications:

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 ensure equity are provided below:

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

Florida Equity Reports
University of Florida
Table III I.E.1.a – I.E.1.g.

Enrollment Analysis and Review

I.E.1.a First-Time-In-College Enrollment Fall 2006 and Summer Continuing into Fall

Enrollment by gender demonstrates a national trend of increased female college enrollment. Female enrollment was 57% while men enrollment was 43%. Black enrollment showed parity with Hispanic enrollment; a comparative group.

I.E.1.b Florida Community College A. A. Transfers, Fall 2006 and Summer Continuing into Fall

The University extracted data from the registrar in order to look only at Florida Community College AA Transfers.
IPEDS data would reflect transfers in general from in and out of state.

<http://www.fldcu.org/factbook/Default.asp>

I.E.1.c Retention of Full-Time FTICs Fall 2005 or Summer 2005 Continuing after One Year

Retention of FTICs was successful for all ethnic and racial groups with a range of retention from 94% to 100%.

Black and Female FTICs were retained at the rate of 94% and 95% respectively.

I.E.1.d Graduation Rate of Full-Time FTICs. Entering Fall 2000 or Summer 2000 and Continuing Fall after Six Years.

The University 2000 FTIC has a 79% graduation rate and female students surpassed male students by 16%. This number compared well with State University System Peer Review graduation rate of 62%.
Graduation rates for FTICs at UF have continued to increase over the past 10 years beginning with the 1991 Cohort. If this pattern continues, graduation rates will reach the 80% mark in the 2007-2008 reporting period.

<http://www.flbog.org/borpubs/GradRates/2005-01GradRates.pdf>

http://www.flbog.org/factbook/1994-1995/xls/t56_00_9495.xls

I.E.1.e Bachelor's Degrees Awarded AY 2005-06

The University awarded 356 Bachelor's Degrees to Black females and 183 Bachelor's Degrees to males in this racial group. *In a three year period 2003 to 2005, the number of Bachelor's Degrees declined while all other degrees except for the Doctor of Dental Medicine increased. This may be due to the university's increased graduate and research efforts.

According to IPEDS Peer Analysis System in 2004-05 Black students ranked 2nd in the award of Bachelor's Degrees. For the same period, Hispanic students ranked 3rd in the award of Bachelor's Degrees.

* University of Florida Table II-3a Degrees Awarded by Type of Degree

I.E.1.f. Master's Degrees Awarded AY 2005-06

The University awarded 81 Master's Degrees to Black females and 40 Master's Degrees to males in this racial group. The University is doing a superior job of awarding Master's Degrees to Female graduate students.

According to IPEDS Peer Analysis System in 2004-05 Black students ranked 13th in the award of Master's Degrees. For the same period, Hispanic students ranked 3rd in the award of Master's Degrees.

I.E.1.g. Doctoral Degrees Awarded AY 2005-06

The University awarded 20 Doctoral Degrees to Black females and 7 Doctoral Degrees to males in this racial group. In a comparison between Black and Hispanic awardees, Blacks earned 3.8% and Hispanics earned 4.5% of the Doctoral Degrees less than a 1% difference between these comparative groups.

According to IPEDS Peer Analysis System in 2004-05 Black students ranked 5th in the award of Doctoral Degrees. For the same period, Hispanic students ranked 2nd in the award of Doctoral Degrees.

I.E.1.g. First Professional Degrees Awarded AY 2005-06

The University awarded more First Professional Degrees to female over male students in all reported racial groups. There were 47 degrees awarded to Black females compared to 28 to males in this racial group. Hispanic females were awarded 51 of this degree type compared to 47 to males in this racial group.

According to IPEDS Peer Analysis System in 2004-05 Black students ranked 3rd in the award of 1st Professional Degrees. For the same period, Hispanic students ranked 1st in the award of Doctoral Degrees.

IPEDS Peer Analysis System may be found at this site.

http://www.ir.ufl.edu/nat_rankings/students.htm

**Florida Equity Reports
University of Florida
2006-07**

Table 3: Academic Program Reviews

Reference: I.E.1, Florida Equity Reports Guidelines

I.E.1.a. First-Time-In-College enrollment, Fall 2006 and Summer Continuing into Fall								
	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non-Hispanic	Not Reported	Total
Male	19	318	12	258	390	1768	138	2903
Female	16	578	8	294	545	2216	142	3799
Total	35	896	20	552	935	3984	280	6702
Category % of Total	0.5%	13.4%	0.3%	8.2%	14.0%	59.4%	4.2%	

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

**Florida Equity Reports
University of Florida
2006-07**

Table 3: Academic Program Reviews

I.E.1.b. Florida Community College A.A. Transfers, Fall 2006 and Summer Continuing into Fall								
	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non-Hispanic	Not Reported	Total
Male	22	28	4	45	129	646	40	914
Female	22	46	4	40	127	578	31	848
Total	44	74	8	85	256	1224	71	1762
Category % of Total	2.5%	4.2%	0.5%	4.8%	14.5%	69.5%	4.0%	

Source: IPEDS Part A, Fall Enrollment by race, ethnicity and gender, Column 2, Transfer In

**Florida Equity Reports
University of Florida
2006-07**

Table 3: Academic Program Reviews

I.E.1.c. Retention of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2005 or Summer 2005 and continuing into Fall, After One Year										
	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non-Hispanic	Not Reported	Female	Male	Total
Cohort	24	680	16	625	983	4698	198	4084	3140	7224
Category % of Total	0.3%	9.4%	0.2%	8.7%	13.6%	65.0%	2.7%	56.5%	43.5%	
After 1 year										
Number Retained	21	642	16	600	936	4446	188	3888	2961	
Percent Retained	88%	94%	100%	96%	95%	95%	95%	95%	94%	

Source: BOG-IRM Retention/Progression Supplemental Report 1 www.flbog.org/irm/mastfiles/PDF_Files/ret-print.pdf page 25 of 88.
The second year retention will have to be ascertained from your internal records using fall 2005 and spring and summer 2006.

**Florida Equity Reports
University of Florida
2006-07**

Table 3: Academic Program Reviews

I.E.1.d. Graduation Rate of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2000 or Summer 2000 and continuing into Fall, After Six Years										
	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non-Hispanic	Not Reported	Female	Male	Total
Cohort	16	809	76	508	829	4553	73	3874	2990	6864
Category % of Total	0.2%	11.8%	1.1%	7.4%	12.1%	66.3%	1.1%	56.4%	43.6%	
After 6 years										
Number of Graduates	8	572	56	422	638	3690	56	3175	2267	5442
Percent Graduated	0.1%	10.5%	1.0%	7.8%	11.7%	67.8%	1.0%	58.3%	41.7%	
Number Retained	9	585	58	429	655	3764	59	3214	2345	5559
Percent Retained	0.2%	10.5%	1.0%	7.7%	11.8%	67.7%	1.1%	57.8%	42.2%	

Source: BOG-IRM Retention/Progression Supplemental Report 1 www.flbog.org/irm/mastfiles/PDF_Files/ret-print.pdf page 25 of 88.
The Retained will be at the end of the sixth year and not the beginning of the seventh as reported on the GRS.

**Florida Equity Reports
University of Florida
2006-07**

Table 3: Academic Program Reviews

I.E.1.e. Bachelor's Degrees Awarded, AY 2005-06								
	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non-Hispanic	Not Reported	Total
Male	65	183	25	253	459	2745	32	3762
Female	37	356	19	292	550	3203	36	4493
Total	102	539	44	545	1009	5948	68	8255
Category % of Total	1.2%	6.5%	0.5%	6.6%	12.2%	72.1%	0.8%	

Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), Grand Total by First Major, Bachelor's degrees. Chart for 99.0000, all disciplines.

**Florida Equity Reports
University of Florida
2006-07**

Table 3: Academic Program Reviews

I.E.1.f. Master's Degrees Awarded, AY 2005-06								
	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non-Hispanic	Not Reported	Total
Male	242	40	3	89	116	948	40	1478
Female	145	81	7	69	122	1128	23	1575
Total	387	121	10	158	238	2076	63	3053
Category % of Total	12.7%	4.0%	0.3%	5.2%	7.8%	68.0%	2.1%	

Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), Grand Total by First Major, Master's degrees. Chart for 99.0000, all disciplines.

**Florida Equity Reports
University of Florida
2006-07**

Table 3: Academic Program Reviews

I.E.1.g. Doctoral Degrees Awarded, AY 2005-06								
	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non-Hispanic	Not Reported	Total
Male	182	7	0	7	20	164	8	388
Female	79	20	0	12	12	202	5	330
Total	261	27	0	19	32	366	13	718
Category % of Total	36.4%	3.8%	0.0%	2.6%	4.5%	51.0%	1.8%	

Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), Grand Total by First Major, Doctor's degrees.
Chart for 99.0000, all disciplines.

**Florida Equity Reports
University of Florida
2006-07**

Table 3: Academic Program Reviews

I.E.1.h. First Professional Degrees Awarded, AY 2005-06								
	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non-Hispanic	Not Reported	Total
Male	3	28	1	35	47	301	27	442
Female	2	47	2	64	51	389	17	572
Total	5	75	3	99	98	690	44	1014
Category % of Total	0.5%	7.4%	0.3%	9.8%	9.7%	68.0%	4.3%	

Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), Grand Total by First Major, First professional degrees. Chart for 99.0000, all disciplines.

	Equal Opportunity Compliance	Equity Accountability	Diversity in Service	New Initiatives	Accolades
Housing and Residence Education	<p>EEOA, Fair Housing Act, Title IX, American with Disabilities</p> <p>Title VII of the Civil Right Act of 1964 and UF Non-Discriminatory Policy</p>	<p>Assignments are conducted without regard to personal information. A 2002 independent audit of the application process found no audit criticisms.</p>	<p>Housing and Residence Education staff collects resident demographic information after residents have contracted to live on campus in order to better provide desired services and programming. As well, this practice allows for appropriate equity assessments.</p>	<p>Housing and Residence Education staff continues to grow the Academic Initiative Programs. These programs support the educational mission of the University by giving residents opportunities to live with other residents of similar interest and educational goals.</p>	<p>The full-time staff for this program is highly diverse with parity among gender and ethnic groups.</p> <p>Among the part-time student staff, the rates were White 45%, Black 28%, Hispanic 15% Asian Pacific Islander 8% , Alaska Native < 1% and other 3%.</p>
Student Financial Services	<p>The Office for Student Financial Affairs operates a “race-blind” financial aid awarding policy. There are a limited number of race-preferential scholarships, most notably the National Achievement and the Presidential Scholarships which were approved as part of the University’s agreement with the U. S. Office of Civil Rights.</p>	<p>Student Financial Services makes awards solely on the basis of need or need and academic merit in a limited number of scholarships.</p> <p>Student Financial Services has been successful in providing financial management and planning seminars for students.</p>	<p>The distribution of aid in 2005-06 is provided in detail at www.hr.ufl.edu/eo/reports</p> <p>To attest to its need based program in the award of scholarships, undergraduate and graduate students together, the average award for Blacks was \$5,775 compared to Whites \$3,878</p>	<p>The University created the Florida Opportunity Scholars Program, a financial aid and support services program for first-generation-in-college. This program serves Florida residents and economically disadvantaged students.</p> <p>Student Financial Services will increase the number of seminars for financial management and planning.</p>	<p>In the first year of the Florida Opportunity Scholars Program, there were 444 Scholars who received \$2.1 million in addition to other federal, state, institutional and private grant funds.</p>

Florida Equity Reports
University of Florida
2006-2007

	Equal Opportunity Compliance	Equity Accountability	Diversity in Service	New Initiatives	Accolades
Admissions	UF attracts the best students from throughout Florida and from every state and many foreign countries. They represent global diversity and are equally divided between men and women. They are among the nation's best by any measure.	To ensure equity in admissions, the University has designed a process that seeks to outreach, recruit and evaluate students from a holistic perspective. Academics are the corner stone of what UF looks for. However, a student is far more than their transcript or a single test on a single day.	Within the context of outreach and recruitment, this office casts a wide net in order to engage a diverse group of students, families and community groups in understanding the opportunities available at UF. A special emphasis is placed on visiting every county in the state as well as high schools with high student populations of low income first generation and underrepresented students.		<p>The admissions review and evaluation process is based on a comprehensive review of both academic and holistic information.</p> <p>UF pays attention to how a student got to that bottom line number. This requires attention to these factors:</p> <ul style="list-style-type: none"> • Rigor of curriculum • Course selection • Progression of grades over time • Senior year schedule • Extracurricular activities • Leadership opportunities • Community involvement and service • Honors, awards and recognition • Employment responsibilities outside of school • Family background

Florida Equity Reports
University of Florida
2006-2007

	Equal Opportunity Compliance	Equity Accountability	Diversity in Service	New Initiatives	Accolades
<p>Student Affairs Academic Advising</p>	<p>The University actively promotes equal opportunity regulations and practices conforming to laws against discrimination.</p>	<p>Preview, Transfer Preview and Family Preview programs are provided for all incoming students in an effort to prepare students for success at the University of Florida. This two day program includes presentations from: The Dean of Students Financial Aid Financial Services Academic Advisement Student Health Care Center Counseling Center Off Campus Life Alumni Association UF Business Services University Police Department of Housing and Residential Life</p>	<p>The University promotes diversity through the efforts of several programs to maximize the potential of enrolled students: -The AIM program (Assisting students to improve skills and maximize their potential). -The UMMP (University Minority Mentor Program) provides mentoring for students by faculty and administrators. -OASIS (Office for Academic Support and Institutional Services) provides specifically chartered programmatic activities for underrepresented students. -STEP-UP (Successful Transition through Enhanced Preparation for Undergraduate Programs) provides academic advising for freshman engineering students. -Additionally, there are other programs in various colleges that provide academic advisement.</p>	<p>The University conducted a new hire for an Associate Provost for Undergraduate Education. This position is expected to make an impact on all aspects of undergraduate education.</p> <p>The University plans to increase the number of faculty available to students for academic advisement.</p>	<p>The University has recently hired a minority administrator in the role of Associate Provost for Undergraduate Education.</p> <p>The University's month long series of events for new students promises: (1) a welcoming and inclusive atmosphere (2) a connection for students to university resources and people (3) acquaintance with institutional expectations and values (4) the promotion of learning and discovery both inside and outside the classroom and (5) pride in the Gator Nation...</p> <p>The course First Year Florida is required in the Fall and is intended to assist students with tips, tricks and tactics necessary for survival on this campus.</p>

**Florida Equity Reports
University of Florida
2006-2007**

	Equal Opportunity Compliance	Equity Accountability	Diversity in Service	New Initiatives	Accolades
Counseling Center	The Counseling Center remains committed to infusing the American Psychological Association Multicultural Guidelines into all facets of operation. The Center faculty and interns also contribute to the advancement of multicultural counseling nationally through publication and leadership in professional organizations.	The Counseling Center staff is actively involved in the university's commitment to support equity accountabilities for all students. The entire faculty actively participates on committees and conducts planned and adhoc workshops for the university campus. They also stand ready to respond to crisis situations.	A scholarly paper published by the Director of the center is entitled Strategies for Implementation of Multicultural Guidelines in University and College Counseling Centers, 2006 set the tone for many of the exciting and innovative programs at the university. The promotion of multiculturalism is observed through each aspect of the program.	The Counseling Center staff continues to be proactive in matters concerning students' mental health and safety.	The Counseling Center offered a 2005-2006 Cultural Diversity Lunch Series. Students and Faculty were invited. The director indicated that some programs attracted an overflow audience in attesting to the success of this program. The evaluation by participants very positive, with overall assessment of 4.5 on a five-point scale.
	Equal Opportunity Compliance	Equity Accountability	Diversity in Service	New Initiatives	Accolades
Student Health Care Center	The Patient Bill of Rights and Responsibility http://www.shcc.ufl.edu/pdf/pbor.pdf	This department, health care professionals, and staff adhere to the mission statement set forth by the SHCC to make care accessible for all students. Additionally, when students enter SHCC, they are randomly assigned to a medical team.	SHCC monitored growth in the women and international students. To this end female students accounted for 65% of the total patient visits in 2005-2006 SHCC staff delivers hundreds of group presentations and offers many health education programs throughout the year.	SHCC has implemented a new service to assist with language barriers. Student with limited English abilities are assigned to a team of health professions who have staff and students available to assist with communications.	SHCC conducted an external patient satisfaction survey through the Accreditation Association for Ambulatory Health Care (AAAHC), where the results were positive overall. In particular, 91% of the respondents reported the staff was always or usually friendly and respectful of them.

**Florida Equity Reports
University of Florida
2006-2007**

	Equal Opportunity Compliance	Equity Accountability	Diversity in Service	New Initiatives	Accolades
Student Employment	The University has non-discrimination policies in the hiring of all employees including full-time, part-time and student employees.	Other Personnel Services (OPS) jobs are part-time jobs on campus that are open to any student and are not based on financial need. One hundred percent of the wages are paid by the hiring department.	The office for Student Financial Affairs posts an electronic job board on its website where employers can list job openings, job requirements and salary ranges. Student interested in employment are directed to this site to self-select jobs that appeal to their interest, educational goals and/or jobs that are compatible with their school schedules.	GatorGradCare (a benefits program) is now offered to University Graduate Assistants (GA, TA, or RA). These students are registered for nine credit hours, and have an FTE of .25. University Graduate Assistants on a Fellowship will also be eligible to enroll in GatorGradCare beginning in January 2007. GatorGradCare will extend free benefits to eligible Graduate Assistants	It is expected that the new benefits program for Graduate Students will help to propel this university into the Top 10.

**Florida Equity Reports
University of Florida
2006-2007**

	Equal Opportunity Compliance	Equity Accountability	Diversity in Service	New Initiatives	Accolades
Recreational Sports	The Department of Recreational Sports provides students with a diverse array of opportunities to participate in sports and fitness activities; to serve as leaders; to gain experience through employment. Policies are in place to ensure all students have opportunities to participate in organized events and through open, or drop-in opportunities.	The Department of Recreational Sports accomplishes its mission by providing the campus community programs, services and facilities that meet the needs of our diverse population. All it takes to participate is a Gator-1 card and the desire to do so.	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 female participants.	The Department of Recreational Sport is examining way to offer expand services to student partners.	The intramural sports program at UF is the largest in the country. Recreational Sports recently won the Outstanding Sports Facility Award from the National Intramural-Recreational Sports Association for the Broward Outdoor Recreation Complex (BORC). Activity space at the BORC accommodates tennis, sand volleyball, basketball, skateboarding, BMX biking, and inline skating activities.
Education and Work Environment	The University has non-discrimination polices in the hiring of all employees including full-time, part-time and student employees. Additionally, the University has a zero tolerance regulation against harassment and sexual harassment.	The goal for the Equal Employment Opportunity Office is to ensure university compliance with applicable regulations and policies pertaining to sexual harassment, harassment and discrimination behaviors in the workplace or the classroom.	Education and training is available to the entire campus. The Sexual Harassment Training Seminar is one meeting where any person on campus may attend at the same time and receive the same information.	The current system of investigations is objective and has checks in place to channel student and employee complaints to the appropriate offices	The diversity in sexual harassment training is enormous.

Florida Equity Reports
University of Florida
Table 4: Gender Equity in Athletics
2006 – 2007

A. Element and Assessment

Each university shall prepare an annual update to the Gender Equity Plan and the Florida Educational Equity Act. The university shall include a description of the findings followed by an assessment of equity. Those results shall be summarized on Table 4. The following 11 areas are required in the assessment.

If areas for improvement are identified, the programs and timetable for achieving improvements shall be specified.

1. Sport offerings

- The University announced the addition of women's lacrosse during this assessment period, which will increase participation opportunities for women. Currently, the University sponsors every SEC men's and women's sport that is sponsored by the league. This assessment is equitable.

2. Participation rates, by gender, compared with full-time undergraduate enrollment by gender

- The female student-athlete participation ratio is below that of female students generally. The 2006-2007 female undergraduate enrollment ratio was approximately 54% and the female athletics participation ratio was approximately 43%. The University announced the addition of women's lacrosse during this assessment period to help reduce this disparity and increase participation opportunities for women.

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

- Each sport has a dedicated practice area and facility at its disposal. The University Athletic Association recently completed renovations to the soccer, volleyball, and track locker rooms in the Lemerald Athletic Center. These enhancements provided these teams with considerably more space and more up-to-date accommodations. 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 generally across men's and women's sports programs. This assessment is equitable.

c. 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.

d. Comparable coaching

- Coaches of women's sports teams are compensated equitably when compared to their SEC 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.

e. 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. This assessment is equitable.

f. Other support costs

- As demonstrated by Mid-Year and Title IX survey results, there is consistent sentiment to support that administrative, secretarial, clerical and office space support are excellent and equal to that provided to the men's sports. This assessment is equitable.

g. 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 the U.S. General Services Administration. 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.

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. 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 or 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 SEC 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. It is against policy since tutors are classified under OPS. This assessment is equitable.

10. Medical and training services

- 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 UAA employs two licensed dietitians. All sports have equal access to nutrition services. The UAA also 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.

11. Housing and dining facilities and services

- 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.

B. Area for Improvement (Element A-2)

Each university shall identify areas for improvement from the previous year's update which included a timetable for improvement in this data year. Each university shall specify the extent to which those gender equity goals have been accomplished

In its continued efforts to enhance opportunities for female student-athletes, the University Athletic Association secured approval from the Board of Directors in June 2006 to add the sport of women's lacrosse. With the addition of women's lacrosse, the UAA will fund the maximum number of scholarships allowed by the NCAA, thereby increasing scholarship opportunities for women.

The UAA continues to fund the maximum number of scholarships allowed by the NCAA. The NCAA approved an increase in scholarships (two equivalencies) for women's soccer in January 2006 in which the UAA also honored.

In order to provide enhanced services for student-athletes, the UAA completed the renovation of the soccer, volleyball, and track and field locker rooms in the Lemerand Athletic Center.

C. Each university shall check one basis below for assuring that it is in compliance with the Florida Educational Equity Act:

- accommodation of interests and abilities
- substantial proportionality
- history and practice of expansion of sports

If no basis is checked, a priority plan for compliance by June 30 of the reporting year shall be included in this report.

D. Each university shall evaluate the effectiveness of the university's programs in gender equity in athletics in the reporting year. Consider accolades, statistical achievement, climate surveys, correction of areas for improvement for prior years, and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

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 has announced its sponsorship of women's lacrosse.

**Florida Equity Reports
University of Florida
Table 5 III. A. 1 – III A. 8
2006-2007**

Employment Analysis and Review

III.A.1 Category Representation – Tenured Faculty

Under-represented groups experienced a 41% to 75% increase in this five-year study of tenured faculty. Compared to National Standards (AAU Public Institutions), the University experienced more growth for Black faculty with an increase of 22 tenured faculty compared to six (6) nationally. Female growth was 75.1% in this five year period. The percent of change for tenured faculty reached the acceptable rate of 15% or better. Black faculty progress from 2005 to 2006 surpassed White Non-Hispanic with a 10.3% change. White Non-Hispanic percentage change was 9.7. Females experienced a change of 16.6% for all race and ethnic groups.

III.A.2. Category Representation – Tenure-Track Faculty

The University experienced a 24.3% increase in tenure-track faculty. Under-represented groups experienced positive change compared to National Standards. However, there was a decrease by one (1) Black tenure-track faculty. This racial group is expected to increase with new hires in the next reporting period. It must be noted that tenure-track is a transitional group for which a decrease within one year could represent a positive outcome, if faculty are granted tenure.

III.A.3 Category Representation – Non-Tenured Earning Faculty or Faculty at Non-Tenure Granting Universities

These hires constitute specialized faculty and those in clinical professorships; and the University has experienced a positive change for this category. Positive change was made for Hispanics and Females with a 63.1% and 24% change respectively. The number of Blacks remained constant. National Standards showed a decrease for Blacks, Hispanics and Females in this five year period.

III. A. 4. Category Representation –Executive/Administrative/Management

From 2005 to 2006 Black Executive/Administrative/Management remained constant while other under-represented groups and White Non-Hispanics did not experience an increase. In the five year period, there was positive growth for under-represented groups. However, the University is below the National Standards and expects to increase diversity in this area.

III. A.5. New Hires AY 2005-06 Tenured Faculty

The University is currently below the National Standard in new hires. However, in 2005 we were more in line with the National Standards. In this reporting period only White Non-Hispanics were affected. Between 2001 and 2006, white, Non-Hispanic hires decreased from 19 to 3 (-84.2%) and total hires from 21 to 3 (-85.7%), whereas Black Hispanic and Female new hires each decreased from 1 to 0 (-100%).

III.A.6. New Hires AY 2005-06 Tenure-Track Faculty

The University is on par with the National Standards for White Non-Hispanics. However, new hires in 2006 fell below those in 2005 for Female and all racial groups. To remedy this situation, a new initiative is in place through the Faculty Recruitment Toolkit. Areas for improvement have been identified for under-represented groups and females.

III.A.7. New Hires AY 2005-2006 Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities.

New hires in this category increased in a five year period for under-represented racial groups. The University is above the National Standards in new hires in this category. However, females experienced a decrease in this area.

III.A.8 New Hires AY 2005-06- Executive/Administrative Managerial

The University is on par with the National Standards. However, in comparison to its own track record, the number of new hires decreased for Executive/Administrative Managerial. Under-represented groups are identified as needing improvement.

**Florida Equity Reports
University of Florida
2006-07
Table 5: Employment Representation**

Reference: III.A., Florida Equity Reports Guidelines

III.A.1. Category representation – Tenured Faculty									
Indicator	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non- Hispanic	Not Reported	Female	Total
Number, Fall 2006	9	64	2	139	55	1704	0	492	1973
Number, Fall 2005	9	58	2	123	53	1553	0	422	1798
Percentage Change From Fall 2005 to 2006	0.0%	10.3%	0.0%	13.0%	3.8%	9.7%	0.0%	16.6%	9.7%
Number, Fall 2001	0	42	2	100	39	1490	0	281	1673
Percentage Change From Fall 2001 to 2006	0.0%	52.4%	0.0%	39.0%	41.0%	14.4%	0.0%	75.1%	17.9%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006, 2005 and 2001

**Florida Equity Reports
University of Florida
2006-07
Table 5: Employment Representation**

III.A.2. Category representation – Tenure-Track Faculty									
Indicator	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non- Hispanic	Not Reported	Female	Total
Number, Fall 2006	106	29	2	103	37	546	1	298	824
Number, Fall 2005	116	30	0	100	30	566	5	292	847
Percentage Change From Fall 2005 to 2006	-8.6%	-3.3%	0.0%	3.0%	23.3%	-3.5%	-80.0%	2.1%	-2.7%
Number, Fall 2001	87	26	1	52	23	474	0	220	663
Percentage Change From Fall 2001 to 2006	21.8%	11.5%	100.0%	98.1%	60.9%	15.2%	0.0%	35.5%	24.3%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006, 2005 and 2001

**Florida Equity Reports
University of Florida
2006-07
Table 5: Employment Representation**

III.A.3. Category representation – Non-Tenure-Earning Faculty <u>or</u> faculty at non-tenure granting universities									
Indicator	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non-Hispanic	Not Reported	Female	Total
Number, Fall 2006	138	62	3	171	106	1035	0	661	1515
Number, Fall 2005	142	54	2	143	89	945	3	608	1378
Percentage Change From Fall 2005 to 2006	-2.8%	14.8%	50.0%	19.6%	19.1%	9.5%	-100.0%	8.7%	9.9%
Number, Fall 2001	70	62	0	93	65	885	0	533	1175
Percentage Change From Fall 2001 to 2006	97.1%	0.0%	0.0%	83.9%	63.1%	16.9%	0.0%	24.0%	28.9%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006, 2005 and 2001

**Florida Equity Reports
University of Florida
2006-07
Table 5: Employment Representation**

III.A.4. Category representation – Executive/Administrative/Managerial									
Indicator	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non- Hispanic	Not Reported	Female	Total
Number, Fall 2006	3	23	3	6	7	393	0	168	435
Number, Fall 2005	4	23	3	8	10	486	3	184	537
Percentage Change From Fall 2005 to 2006	-25.0%	0.0%	0.0%	-25.0%	-30.0%	-19.1%	-100.0%	-8.7%	-19.0%
Number, Fall 2001	1	18	2	5	5	413	0	129	444
Percentage Change From Fall 2001 to 2006	200.0%	27.8%	50.0%	20.0%	40.0%	-4.8%	0.0%	30.2%	-2.0%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006, 2005 and 2001

**Florida Equity Reports
University of Florida
2006-07
Table 5: Employment Representation**

III.A.5. New Hires AY 2005-06 – Tenured Faculty									
Indicator	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non- Hispanic	Not Reported	Female	Total
Number, Fall 2006	0	0	0	0	0	3	0	0	3
Number, Fall 2005	0	0	0	1	2	8	0	2	11
Percentage Change From Fall 2005 to 2006	0.0%	0.0%	0.0%	-100.0%	-100.0%	-62.5%	0.0%	-100.0%	-72.7%
Number, Fall 2001	0	1	0	0	1	19	0	4	21
Percentage Change From Fall 2001 to 2006	0.0%	-100.0%	0.0%	0.0%	-100.0%	-84.2%	0.0%	-100.0%	-85.7%
Area for improvement, compared with national standards? (Check if yes)		✓	✓	✓	✓				

Source: IPEDS Fall Staff, 2006

**Florida Equity Reports
University of Florida
2006-07
Table 5: Employment Representation**

III.A.6. New Hires AY 2005-06 – Tenure-Track Faculty									
Indicator	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non- Hispanic	Not Reported	Female	Total
Number, Fall 2006	3	1	1	8	4	35	0	19	52
Number, Fall 2005	0	4	0	14	6	67	1	31	92
Percentage Change From Fall 2005 to 2006	0.0%	-75.0%	0.0%	-42.9%	-33.3%	-47.8%	-100.0%	-38.7%	-43.5%
Number, Fall 2001	26	4	0	7	4	90	0	39	131
Percentage Change From Fall 2001 to 2006	-88.5%	-75.0%	0.0%	14.3%	0.0%	-61.1%	0.0%	-51.3%	-60.3%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006

**Florida Equity Reports
University of Florida
2006-07
Table 5: Employment Representation**

III.A.7. New Hires AY 2005-06 – Non-Tenure-Earning Faculty <u>or</u> faculty at non-tenure granting universities									
Indicator	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non- Hispanic	Not Reported	Female	Total
Number, Fall 2006	21	8	2	20	15	106	0	70	172
Number, Fall 2005	25	12	0	73	23	162	3	130	298
Percentage Change From Fall 2005 to 2006	-16.0%	-33.3%	0.0%	-72.6%	-34.8%	-34.6%	-100.0%	-46.2%	-42.3%
Number, Fall 2001	25	7	0	10	12	140	0	81	194
Percentage Change From Fall 2001 to 2006	-16.0%	14.3%	0.0%	100.0%	25.0%	-24.3%	0.0%	-13.6%	-11.3%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006

**Florida Equity Reports
University of Florida
2006-07
Table 5: Employment Representation**

III.A.8. New Hires AY 2005-06 – Executive/Administrative/Managerial									
Indicator	Non-Res Alien	Black	Am. Ind./ Alaska Native	Asian/ Pacific Islander	Hispanic	White, Non- Hispanic	Not Reported	Female	Total
Number, Fall 2006	0	1	0	0	0	9	0	3	10
Number, Fall 2005	0	3	0	0	0	12	0	7	15
Percentage Change From Fall 2005 to 2006	0.0%	-66.7%	0.0%	0.0%	0.0%	-25.0%	0.0%	-57.1%	-33.3%
Number, Fall 2001	0	0	0	1	0	20	0	8	29
Percentage Change From Fall 2001 to 2006	0.0%	0.0%	0.0%	-100.0%	0.0%	-55.0%	0.0%	-62.5%	-65.5%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006

**Florida Equity Reports
University of Florida
2006-2007**

Table 6: Areas of Improvement from 2007 report; Achievement of Improvement reported in 2008

Areas of improvement identified in June 2007 report	Achievement report, June 2008
Table 4 - Participation rate, by gender, compared with full-time undergraduate enrollment by gender.	(N/A June 2007)
Table 5 - III.A.5 New Hires - Tenured Faculty	

**Florida Equity Reports
University of Florida
Tables 7 and 8 Tenure and Promotion
2006-2007**

Committee Analysis and Review

Protected-class Representation in the Tenure Process, 2005-06

The protected-class representation in the tenure process for 2005-2006 female faculty was equal to or greater than male faculty with 92.1% and 91.8 percent nominations respectively. Female and male faculty were equally denied with 2 faculty for each gender category. No racial disparity can be drawn from these actions.

In table 7, a total of 137 faculty entered the tenure award process. The number of females in this group is 51 or 37.2% compared to 86 or 62.7% males. While there is no disparity in that assessment, the University expects increased parity due to efforts made to diversify the faculty in 1999 and beyond. Faculty enter the awards process after 6 or 7 years (according to college/department rules), and we expect to see an increased number of females in the award process in the 2007-08 reporting year.

For additional information on the tenure process, detailed guidelines are available at the following site. <http://www.aa.ufl.edu/aa/aapers/2006-2007/TPGuidelines2006-2007.pdf>

Promotion and Tenure Committee Composition, AY 2005-06

College level promotion and tenure committees were provided by each college. A detailed report of committees by all departments is in Table 8 of this report. Departmental level committees represent all voting eligible tenured ranked faculty. This composition excludes eligible faculty in case of active sabbatical leave. Additionally, the program logic returns Executive/Administrative and Managerial staff with professor rank back to their college. While the appearance of disparity may be shown in small committees or a committee-of-one, the University appropriately adjusts for this and records its actions. Table 8 provides an appropriate assessment of the level of diversity at the departmental level. The University plans to provide the committee level report to each college.

University Academic Personnel Board and College Committees

	Male	Female
University Academic Personnel Board	6	3
Business	6	0
Dentistry	4	2

Design, Construction and Planning	5	2
Education	1	4
Engineering	11	0
Fine Arts	2	4
Florida Museum of Natural History	1	2
Health and Human Performance	8	3
Institute of Food and Agricultural Sciences	7	3
Journalism and Communications	4	4
Law	1	3
Liberal Arts and Sciences	6	1
Medicine	15	5
Nursing	0	5
Pharmacy	6	2
Public Health and Health Professions	4	1
University Libraries	3	5
Veterinary Medicine	5	3

**Florida Equity Reports
University of Florida
2006-07**

Table 7: Protected-class Representation in the Tenure Process, 2005-06

Sex, Race/Ethnicity	*Eligible	Applied	Withdrawn	Denied	Deferred	Nominated
MALES						
American Indian or Alaskan Native	0	0	0	0	0	0
Asian or Pacific Islander	113	17	1	1	0	15
Black, Non-Hispanic	25	3	1	1	0	1
Hispanic	35	3	1	0	0	2
White, Non-Hispanic	461	63	2	0	0	61
Other, Not Reported	0	0	0	0	0	0
Total Male	634	86	5	2	0	79
FEMALES						
American Indian or Alaskan Native	1	0	0	0	0	0
Asian or Pacific Islander	41	2	0	0	0	2
Black, Non-Hispanic	22	4	0	0	0	4
Hispanic	15	0	0	0	0	0
White, Non-Hispanic	307	45	1	2	1	41
Other, Not Reported	0	0	0	0	0	0
Total Female (Number and Percent)	386 37.8%	51 37.2%	1 16.7%	2 50.0%	1 100.0%	47 37.3%
GRAND TOTAL	1020	137	6	4	1	126

*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.

Florida Equity Reports

University of Florida

2006-07

Table 8: Promotion and Tenure Committee Composition, AY 2005-06

College Departments	Black, Non-Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, Non-Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Academic Personnel Board	0	0	0	0	2	1	0	0	4	2	0	0	6	3
Business	0	0	0	0	0	0	0	0	6	0	0	0	6	0
Decision and Information Sciences	0	0	0	0	3	0	0	0	5	0	0	0	8	0
Economics	0	0	0	0	2	0	0	0	14	1	0	0	16	1
Finance, Insurance and Real Estate	0	0	1	0	1	0	1	0	15	0	0	0	18	0
Fisher School of Accounting	1	0	0	0	0	0	0	0	9	1	0	0	10	1
Management	1	0	0	0	1	0	0	0	7	1	0	0	9	1
Marketing	0	0	0	0	0	1	0	0	8	0	0	0	8	1
Dentistry	0	0	0	0	0	0	0	0	4	2	0	0	4	2
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	11	3	0	0	11	4
Oral and Maxillofacial Surgery and Diagnostics	0	0	0	0	1	0	1	0	11	2	0	0	13	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	5	0	0	0	5	0
Pediatric Dentistry	0	0	0	0	0	0	0	0	6	1	0	0	6	1
Periodontology	0	0	0	0	0	0	0	0	3	1	0	0	3	1
Prosthodontics	0	0	0	0	0	0	0	0	7	1	0	0	7	1
Design, Construction and Planning	0	0	0	0	0	0	0	0	1	3	0	0	1	3
Interior Design	0	0	0	0	0	0	0	1	2	2	0	0	2	3
Landscape Architecture	2	0	0	0	1	0	1	0	7	0	0	0	11	0
Rinker School of Building Construction	1	0	1	0	0	0	1	0	15	5	0	0	18	5
School of Architecture	0	0	0	0	0	0	0	0	4	2	0	0	4	2
Urban and Regional Planning	0	0	1	0	0	0	1	0	3	2	0	0	5	2
Education	0	0	0	0	0	0	0	0	1	4	0	0	1	4

Florida Equity Reports

University of Florida

2006-07

Table 8: Promotion and Tenure Committee Composition, AY 2005-06

College	Committees Departments	Black, Non-Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, Non-Hispanic		Other, Not Reported		Total including Other, Not Reported	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	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	4	3	0	0	5	4
	Educational Administration and Policy	1	0	0	0	0	0	0	1	13	6	0	0	14	7
	Educational Psychology	0	0	0	0	0	0	0	0	1	2	0	0	1	2
	PK Yonge Developmental Research School	3	0	0	1	0	1	1	1	14	27	0	0	18	30
	School of Teaching and Learning	0	2	0	0	1	1	0	0	7	13	0	0	8	16
	Special Education	0	0	0	0	0	0	0	1	5	8	0	0	5	9
	Engineering	0	0	0	0	6	0	1	0	4	0	0	0	11	0
	Biomedical Engineering	0	0	0	0	0	0	0	0	1	1	0	0	1	1
	Chemical Engineering	0	0	0	0	5	0	1	0	7	1	0	0	13	1
	Civil and Coastal Engineering	0	0	0	0	3	0	1	0	27	1	0	0	31	1
	Computer and Information Science and Engineering	0	0	0	0	9	1	1	0	12	1	0	0	22	2
	Electrical and Computer Engineering	1	0	0	0	12	1	1	0	18	0	0	0	32	1
	Environmental Engineering Sciences	0	0	0	0	1	0	0	1	13	1	0	0	14	2
	Industrial and Systems Engineering	0	0	0	0	2	0	0	0	8	0	0	0	10	0
	Materials Science and Engineering	0	0	0	0	2	0	0	0	17	4	0	0	19	4
	Mechanical and Aerospace Engineering	1	0	0	0	10	0	0	0	23	2	0	0	34	2
	Nuclear and Radiological Engineering	0	0	0	0	0	0	0	0	6	0	0	0	6	0
	Fine Arts	0	1	0	0	0	0	0	0	2	3	0	0	2	4
	Dean's Office-Fine Arts	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	School of Art and Art History	0	0	0	0	0	0	2	0	11	7	0	0	13	7
	School of Music	1	1	0	0	0	0	0	0	19	4	0	0	20	5
	School of Theatre and Dance	1	0	0	0	0	0	1	0	6	4	0	0	8	4
	Florida Museum of Natural History	0	0	0	0	0	0	0	0	14	5	0	0	14	5
	Natural History	0	0	0	0	0	0	0	0	1	2	0	0	1	2

Florida Equity Reports

University of Florida

2006-07

Table 8: Promotion and Tenure Committee Composition, AY 2005-06

College	Committees Departments	Black, Non-Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, Non-Hispanic		Other, Not Reported		Total including Other, Not Reported	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	Health and Human Performance	0	0	0	0	1	0	0	0	7	3	0	0	8	3
	Applied Physiology and Kinesiology	0	0	0	0	0	0	0	0	9	1	0	0	9	1
	Health Education and Behavior	0	1	0	0	1	0	0	0	5	3	0	0	6	4
	Tourism, Recreation and Sport Management	1	2	0	0	1	0	0	0	5	3	0	0	7	5
	Institute of Food and Agricultural Sciences	0	0	0	0	1	0	0	0	6	3	0	0	7	3
	Agricultural and Biological Engineering	1	0	0	0	1	0	1	0	13	3	0	0	16	3
	Agricultural Education and Communication	0	0	0	0	0	0	0	0	12	1	0	0	12	1
	Agronomy	0	0	0	0	2	0	0	0	21	3	0	0	23	3
	Animal Sciences	2	1	0	0	0	0	0	0	26	3	0	0	28	4
	County Operations	8	9	1	0	0	0	1	2	74	79	0	0	84	90
	CREC-Lake Alfred	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	Entomology and Nematology	2	1	0	0	3	0	1	0	45	4	0	0	51	5
	Environmental Horticulture	0	0	0	0	1	0	0	0	22	3	0	0	23	3
	Family, Youth, and Community Sciences	1	2	0	0	0	0	0	2	3	9	0	0	4	13
	Fisheries and Aquatic Sciences	0	0	0	0	1	0	1	0	8	0	0	0	10	0
	Food and Resource Economics	1	0	0	0	0	1	1	1	32	2	0	0	34	4
	Food Science and Human Nutrition	0	0	0	0	0	0	0	0	15	8	0	0	15	8
	Horticultural Sciences	0	0	0	0	3	0	2	0	43	6	0	0	48	6
	Microbiology and Cell Science	1	0	0	0	1	1	0	0	7	1	0	0	9	2
	Plant Pathology	0	0	0	0	1	0	0	0	21	5	0	0	22	5
	School of Forest Resources and Conservation	0	0	0	0	3	0	0	0	11	2	0	0	14	2
	Soil and Water Science	1	0	0	0	3	1	0	0	12	1	0	0	16	2
	Statistics	0	0	0	0	1	0	0	0	2	1	0	0	3	1
	Wildlife Ecology and Conservation	0	0	0	0	1	0	0	0	9	4	0	0	10	4
	Journalism and Communications	1	0	0	0	0	1	1	0	2	3	0	0	4	4
	Advertising	0	1	0	0	0	0	0	0	4	4	0	0	4	5
	Dean's Office-Journalism and Communications	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Florida Equity Reports

University of Florida

2006-07

Table 8: Promotion and Tenure Committee Composition, AY 2005-06

College	Committees Departments	Black, Non-Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, Non-Hispanic		Other, Not Reported		Total including Other, Not Reported	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	Journalism	2	1	0	0	0	0	0	0	8	5	0	0	10	6
	Public Relations	0	1	0	0	0	0	0	0	0	3	0	0	0	4
	Telecommunication	1	0	0	0	0	1	0	0	7	1	0	0	8	2
	Law	0	0	0	0	0	0	0	0	1	3	0	0	1	3
	Dean's Office-Law	1	2	0	0	0	0	2	1	32	13	0	0	35	16
	Law Library	0	0	0	0	0	0	0	0	2	4	0	0	2	4
	Liberal Arts and Sciences	0	0	0	0	0	0	1	0	5	1	0	0	6	1
	African and Asian Languages and Literature	0	0	0	0	0	2	0	0	2	3	0	0	2	5
	Anthropology	1	2	0	0	0	0	0	0	12	4	0	0	13	6
	Astronomy	0	0	0	0	1	0	1	0	11	2	0	0	13	2
	Botany	0	0	0	0	0	1	0	0	8	1	0	0	8	2
	Chemistry	0	1	0	0	4	1	2	0	63	3	0	0	69	5
	Classics	0	1	0	0	0	0	0	1	7	2	0	0	7	4
	Communication Sciences and Disorders	0	0	0	0	0	0	0	0	6	3	0	0	6	3
	Criminology, Law and Society	0	0	0	0	0	0	1	0	5	3	0	0	6	3
	English	2	1	0	0	0	1	0	0	35	15	0	0	37	17
	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	10	2	0	0	10	2
	Germanic and Slavic Studies	0	0	0	0	0	0	0	0	8	2	0	0	8	2
	History	0	0	0	0	1	1	0	0	24	6	0	0	25	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	1	4	0	0	1	5
	Mathematics	1	0	0	0	6	1	1	0	36	2	0	0	44	3
	Philosophy	0	1	0	0	1	0	0	0	12	0	0	0	13	1
	Physics	0	0	0	0	0	0	0	0	3	0	0	0	3	0
	Political Science	1	0	0	0	0	0	1	0	17	3	0	0	19	3
	Psychology	0	1	0	0	1	0	0	1	27	2	0	0	28	4

Florida Equity Reports

University of Florida

2006-07

Table 8: Promotion and Tenure Committee Composition, AY 2005-06

College	Committees Departments	Black, Non-Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, Non-Hispanic		Other, Not Reported		Total including Other, Not Reported	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	Religion	0	0	0	0	0	1	1	0	7	1	0	0	8	2
	Romance Languages and Literature	0	0	0	0	0	0	3	1	4	9	0	0	7	10
	Sociology	1	0	0	0	0	0	1	1	10	5	0	0	12	6
	Statistics	0	0	0	0	2	0	0	0	11	0	0	0	13	0
	Women's Studies and Gender Research	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
	Medicine	0	0	0	0	0	0	0	0	15	5	0	0	15	5
	Anatomy and Cell Biology	0	0	0	0	2	0	0	0	8	1	0	0	10	1
	Anesthesiology	0	0	0	0	2	1	1	0	21	4	0	0	24	5
	Biochemistry and Molecular Biology	0	1	0	0	1	0	0	0	11	2	0	0	12	3
	Community Health and Family Medicine	0	0	0	0	1	0	0	0	9	2	0	0	10	2
	Emergency Medicine	0	0	0	0	0	0	0	0	4	2	0	0	4	2
	Epidemiology and Health Policy Research	0	0	0	0	0	0	0	0	5	1	0	0	5	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	59	10	0	0	65	12
	Medicine Statistics	0	0	0	0	1	0	0	0	1	1	0	0	2	1
	Molecular Genetics and Microbiology	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	0	0	0	0	10	1	0	0	10	1
	Neuroscience	0	0	0	0	1	0	0	0	14	5	0	0	15	5
	Obstetrics and Gynecology	1	0	0	0	0	1	1	0	14	2	0	0	16	3
	Ophthalmology	0	0	0	0	0	0	0	0	6	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	3	0	0	0	3	0
	Pathology, Immunology and Laboratory Medicine	0	0	0	0	1	0	0	0	18	5	0	0	19	5
	Pediatrics	1	0	0	0	4	1	1	0	35	10	0	0	41	11
	Pharmacology and Therapeutics	0	0	0	0	0	0	0	0	10	3	0	0	10	3
	Physiology and Functional Genomics	0	0	0	0	2	1	0	0	5	1	0	0	7	2

Florida Equity Reports

University of Florida

2006-07

Table 8: Promotion and Tenure Committee Composition, AY 2005-06

College	Committees	Black, Non-Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, Non-Hispanic		Other, Not Reported		Total including Other, Not Reported	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	Departments														
	Psychiatry	0	0	0	0	0	0	0	1	12	2	0	0	12	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	12	6	0	0	12	7
	Surgery	0	0	0	0	2	0	0	0	32	0	0	0	34	0
	Nursing	0	0	0	0	0	0	0	0	0	5	0	0	0	5
	Nursing	0	0	0	0	0	0	0	0	2	18	0	0	2	18
	Pharmacy	0	0	0	0	0	0	0	0	6	2	0	0	6	2
	Medicinal Chemistry	0	0	0	0	0	0	0	0	4	2	0	0	4	2
	Pharmaceutics	0	0	0	0	0	0	0	0	3	0	0	0	3	0
	Pharmacodynamics	0	0	0	0	0	0	0	0	4	2	0	0	4	2
	Pharmacy Health Care Administration	0	0	0	0	0	0	0	0	5	3	0	0	5	3
	Pharmacy Practice	0	0	0	0	0	0	0	0	7	1	0	0	7	1
	Public Health and Health Professions	0	0	0	0	0	0	0	0	4	1	0	0	4	1
	Behavioral Science and Community Health	0	0	0	0	0	0	0	0	3	1	0	0	3	1
	Clinical and Health Psychology	0	0	0	0	0	0	0	0	11	4	0	0	11	4
	Communicative Disorders	0	0	0	0	0	0	0	0	1	1	0	0	1	1
	Health Services Research, Management and Policy	0	0	0	0	0	0	0	0	2	5	0	0	2	5
	Occupational Therapy	0	0	0	0	0	0	0	0	2	1	0	0	2	1
	Physical Therapy	0	0	0	0	0	0	0	0	2	3	0	0	2	3
	University Libraries	0	0	0	0	0	0	0	1	3	4	0	0	3	5
	Access Services	1	0	0	0	0	0	0	0	0	0	0	0	1	0
	Collection Management	0	0	0	0	0	0	0	0	4	2	0	0	4	2
	Director of Libraries	0	0	0	0	0	0	0	0	1	0	0	0	1	0
	Government Documents	0	0	0	0	0	0	0	0	0	2	0	0	0	2
	Health Center Library	0	0	0	0	0	1	0	0	1	2	0	0	1	3

Florida Equity Reports

University of Florida

2006-07

Table 8: Promotion and Tenure Committee Composition, AY 2005-06

College	Committees Departments	Black, Non-Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, Non-Hispanic		Other, Not Reported		Total including Other, Not Reported	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
	Humanities and Social Sciences Reference	0	0	0	0	0	1	0	0	1	6	0	0	1	7
	Marston Science Library	0	0	0	0	0	0	0	0	0	6	0	0	0	6
	Preservation	0	0	0	0	0	0	0	0	1	0	0	0	1	0
	Special Collections and Area Studies	0	0	0	0	0	0	0	0	7	1	0	0	7	1
	Systems	0	0	0	0	0	0	0	0	1	1	0	0	1	1
	Technology Services	0	0	0	0	0	1	0	1	3	6	0	0	3	8
	Veterinary Medicine	0	0	0	0	0	0	0	0	5	3	0	0	5	3
	Dean's Office-Veterinary Medicine	0	0	0	0	0	0	0	0	1	0	0	0	1	0
	Infectious Disease and Pathology	1	0	0	0	0	1	0	0	10	2	0	0	11	3
	Large Animal Clinical Sciences	1	0	0	0	1	0	2	0	11	4	0	0	15	4
	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	4	0	0	12	4

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 fall of 2007, 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 support given on a case-by-case basis.

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 nine (9) signed agreements for dual career support for minority hires and retention resolutions. These are primarily three year contracts for rate support. Five (5) of these contracts started in 2006 and the remaining four (4) will begin during the 2007-08 fiscal year.

President's Evaluation and the Florida Equity Report

The University of Florida's data on enrollment, gender equity in athletics, and employment for the 2006-07 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 Work Plan for Diversity.

Level of Goal Attainment for 2005-2006

a. Program Area: Undergraduate Students:

- ✧ Increased the number of First Time in College (FTIC) African American students by 177
- ✧ The Pledging to Achieve Academic Competence Together (PAACT) was successful in retaining 100% of the targeted population admitted in Fall 2002.
- ✧ The Cooperative Academic Achievement Program (CAAP), which was started in August 2006, is expected to produce comparative retention results in 2006-07

b. Program Area: Graduate and First Professional Students

- ✧ Increased graduate and career fair visitation by 5% over the previous reporting period
- ✧ Increased the number of campus visitation students by 5% over the previous reporting period
- ✧ Increased McKnight Fellowship applicants by 5% over the previous reporting period
- ✧ Increased student participation in the Board of Education Program by 3% over the previous reporting period

c. Other Equity Accountabilities:

- ✧ Increased the diversity of faculty:
 - ◆ From 961 minorities in Fall 2005, to 996 minorities in Fall 2006
 - ◆ From 1,377 women in Fall 2005, to 1,431 women in Fall 2006
- ✧ Increased the diversity of students:
 - ◆ From 12,911 minorities in Fall 2005, to 13,604 minorities in Fall 2006
 - ◆ From 26,752 women in Fall 2005, to 27,195 women in Fall 2006

The President is evaluated favorably in the EAP/FEEA goals identified in the 2005-2006 report.

Evaluation of Top Administrators on Equity Goals

Senior Vice President and Provost

Equity accomplishments and goals are recorded in a formal program review and budget request from Academic Deans. These reviews are provided to the Senior Vice President and Provost and Academic Deans Council. A system is in place to monitor performance metrics and the reports can be viewed at the following web address:

<http://www.aa.ufl.edu/budget/>

These program reviews by college provide specific equity accountabilities for faculty:

- The Warrington College of Business Administration is working to increase minority faculty from its current 22% to 25%.
- The College of Education expects to increase the number of minority faculty by four positions.
- The College of Fine Arts has reactivated its Faculty Diversity Committee which is setting goals for future recruitment of faculty and addressing the climate for people of color in the college.
- The College of Health and Human Performance minority faculty has reached 20.9% and recruitment efforts are continuing. Additionally, this college plans to establish a Center for the Study of Health Disparities which is expected to have a positive impact on minority faculty.
- The College of Liberal Arts and Sciences experienced an increase in minority ranked faculty from 13% to 15.3% in three years. This college plan to offer a new bachelor's degree in African American Studies which is expected to have a positive impact on minority faculty.
- The College of Journalism has set one of its four goals to identify outstanding doctoral students and faculty members across the nation who are members of under-represented groups for faculty recruitment.
- The College of Law which currently has 15% racial or ethnic minority faculty plans to increase that percentage to 18.1 percent. Please note that minority faculty in ABA-accredited law schools is 16.2%.

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.

Senior Vice President for Agricultural and Natural Resources

A two-year report of this Senior Vice President area will be made in the 2007-2008.

FLORIDA EQUITY REPORTS
EXECUTIVE SUMMARY
UNIVERSITY OF FLORIDA
2006-2007

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 30th of each year.

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 2nd in the bachelor degrees awarded to Black students, and 3rd 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.

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 Admissions Office has developed a noteworthy system of reviewing applications, which is based on a comprehensive review of academic and holistic information.

Regarding equity in athletics, the University Athletic Association (UAA) received approval from the Board of Directors in June 2006 to include lacrosse as an additional women's sport. UAA will fund the maximum number of scholarships allowed by the NCAA in an effort to increase scholarship opportunities for female student-athletics.

Association of American Universities (AAU) data was used as a measurement against National Standards to assess faculty hires at the professional level. Although the University did not reach the comparable National Standard in New-Hires of Tenured Faculty, it did realize a 3.6% increase in minority faculty and a 3.9% in female faculty hires.

To continue the positive results of these equity accountabilities, the University will continue to challenge its departments and academic units to increase diversity and meet the challenges of a multicultural institution.

University of Florida
Office of Equal Employment Opportunity
Human Resource Services