

**Florida Educational Equity Act Report
University of Florida
FY 2015-2016
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The annual Florida Educational Equity Act (FEEA) report encompasses enrollment, gender equity in athletics, and employment as required by statute. Each university Equity Officer is responsible for preparing the report for approval by its Board of Trustees and the University President, and submitting the report to the Florida Board of Governors annually.

Student Services Self-Study

The 2015-2016 Self-Study was conducted by administrators under the Provost and Senior Vice President for Academic Affairs, Senior Vice President for Health Affairs, University Athletic Association, and Vice President for Student Affairs. Each program area provided an equity report that addressed Equal Opportunity Compliance, Equity Accountability, Diversity in Service and New Initiatives/Accolades. Departmental highlights pertaining to student life and diversity efforts have been extracted below and complete reports are available at: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/publications/student-reports/>.

- The University values the quality and scope of various recruitment and retention services for all students, including female and minority students. Each student services area incorporates the creation of a welcoming environment for a broad diversity of individuals as an active element in the planning and execution of its program.
- The Office of Admissions conducted a very strong outreach program in 2015-2016 for all potentially qualified students, including those from underserved groups. As a result, the applicant and admit pool for females remained strong. Of the applicants, 42% were from historically underrepresented populations, 20% were from low-income households, and 26% were first-generation college students. Of those offered admission, 39% were from historically underrepresented populations, 15% were from low-income households, and 20% were from first-generation students. The gender split for admitted applicants was 41% male and 59% female.
- The University's Office of Veterans Services is housed in the Office of the University Registrar. The office is committed to veterans by partnering with the U.S. Department of Veterans Affairs in support of the Post 9/11 GI bill and other VA benefit programs. The office is staffed by two full-time professional staff, one of whom is a veteran, and four part-

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time student staff (generally veterans on the VA Work Study Program) who all strive to provide the best possible services to students eligible for Veterans Education Benefits.

- Other programs included in this report represent: Academic Advising, Admissions, College of Business Administration, College of Design, Construction and Planning, College of Engineering, College of Health and Human Performance, College of Journalism & Communications, College of Law, College of Medicine, College of Nursing, College of Pharmacy, College of Public Health & Health Professions, College of the Arts, Graduate Minority Programs, Housing and Residence Education, Harn Museum, International Center, Machen Florida Opportunity Scholars Program, Multicultural and Diversity Affairs, Recreational Sports, Student Financial Affairs, Student Health Care Center, Undergraduate Affairs, University Athletic Association and University Registrar.

Student Enrollment

The Office of Institutional Planning and Research (OIPR) provided data and quantitative tables to illustrate the University's status in enrollment, retention/graduation rates and completions (Part III of Tables). IPEDS data from public member institutions of the Association of American (AAU) Universities were used to measure comparative national standards where appropriate (Part III-Analysis, Exhibit 1-4).

- Gender equity at the University of Florida has been positively noted in several areas. Female First-Time-In-College (FTIC) in Fall 2015 and Early Admits exceeded the enrollment of male students by 1,248. The AAU public institutions' FTIC female enrollment is 50.9% and UF's is 58.8% for the current reporting year. Female retention at UF slightly exceeds that of male retention, and female six-year graduation rates are 6% higher than males. UF ranks 6th in female graduation rates, 5th in female bachelor's degrees awarded, and 2nd in female total degree awards amongst the AAU public institutions.
- Black, Hispanic, and Asian female FTICs exceed that of Black, Hispanic and Asian male FTIC enrollment in 2015. Females exceeded males in the receipt of bachelor's degrees and first professional degrees in almost all racial/ethnic areas in 2014-2015. Males exceeded females in the receipt of Master's and Doctoral degrees. The distribution of bachelor's and first professional degrees awarded at UF for females was more than 55% in each category.

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- Black and Hispanic FTIC total enrollment exceeded that of the AAU public institutions. Black enrollment is 2% higher and Hispanic enrollment is approximately 10% higher. However, Asian enrollment lags behind AAU public institutions. Black and Hispanic bachelor's degree completions also exceed the AAU public institutions, but Asian bachelor's degree completions do not (6.4% vs. 13.9%). For FTIC six-year graduation rates, UF ranks 10th in Asian student rates, 6th in Black student rates and 3rd in Hispanic student rates.

Equity in Athletics

The University Athletic Association (UAA) and the UAA Title IX Committee fully complied with the Gender Equity in Athletics section. The UAA Title IX Committee conducted a survey and interviews to help assess equity in athletics.

- The 2015-2016 female undergraduate enrollment was approximately 56%, and the female athletics participation ratio was approximately 44%.
- The UAA provides for equitable use of all resources--such as private aircraft, commercial airlines, housing, and other aspects of travel--during competitive events. A review of expenditures confirms travel is provided in a fair and equitable manner. All teams are provided with per diem amounts allowed by Florida Statute 112.061. The UAA Team Travel Handbook outlines policy relative to travel for competition, and these policies apply equally to all sports teams. Policies deal with modes of transportation, housing, lengths of stay, dining arrangements, and per diems. The policies are designed to ensure the health and safety of student-athletes and to maximize the student-athlete experience.
- The UAA provides the maximum number of scholarships the NCAA allows for each of the men's and women's sports sponsored.
- Resources allocated for women's sports programs are comparable to their male counterparts. Both men's and women's programs are provided with all the necessary resources to be competitive nationally.

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Employment Representation

The Office of Institutional Planning and Research (OIPR) provided data and quantitative tables to illustrate the University's status in faculty/staff comparisons (Part V of Tables). IPEDS data from public member institutions of the Association of American Universities' (AAU) public data were used to measure comparative national standards where appropriate (Exhibit 4).

- Reporting in Part V includes instructional faculty by tenure status and race/ethnicity as reported by IPEDS.
- The number of Hispanic tenured instructional faculty at UF has increased slightly from 2014 to 2015 and has increased nearly 20% over the past five years. UF exceeded AAU public institutions in Hispanic and Black/African-American tenured instructional faculty in 2014.
- Tenure-track instructional faculty positions at UF have increased over 20% for both Hispanics and Black/African Americans from 2014 to 2015. UF exceeds AAU public institutions for Hispanics, but is lower for Black/African-American in tenure-track instructional faculty positions in 2014.
- Female tenured-track instructional faculty has increased 18% from 2014 to 2015, but is down overall from 2010. UF is nearly equal to AAU public institutions in female instructional faculty tenured status positions.
- Hispanics increased over 40% in the Executive/ Administrative/Managerial category (now called Management Occupations in IPEDS HR) over the last year and have been increasing over the past five years with Hispanics almost tripling their 2010 numbers. Black/African American and total females have increased in the same category by nearly 50% over the past five years.

Conclusion

The University budgeted one million dollars in 2015-2016 to support faculty recruitment and retention efforts, in particular those that enhance diversity. This report represents university-wide coordinated efforts surrounding Equal Opportunity Compliance, Equity Accountability and Diversity in Services.

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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.regulations.ufl.edu>

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

Other policies and procedures to support equity are:

The AIDS Guidelines are located at <http://hr.ufl.edu/manager-resources/policies-2/hiv aids/>

The Sexual Harassment Policy is located at <http://hr.ufl.edu/manager-resources/policies-2/sexual-harassment/>

ADA Compliance Program is located at <http://www.ehs.ufl.edu/programs/ada/>

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

1.006 Non-Discrimination/Harassment/Invasion of Privacy Policies.

(1) The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act. This commitment applies in all areas to students, Academic Personnel (AP), Technical, Executive, Administrative, and Managerial Support (TEAMS) staff, University Support Personnel System (USPS) personnel, and Other Personnel Services (OPS) employees. This commitment intends to reflect the University's belief that educational and employment decisions and access to University activities should be based on individuals' abilities and qualifications and not on irrelevant factors, as well as that the University values broad diversity within our community and is committed to diversity and eliminating discrimination.

(2) It is the policy of the University that each employee and student be allowed to work and study in an environment free from any form of discrimination or harassment as defined in University regulations or law.

(a) Sexual harassment is a form of sex discrimination under Title VII of the Civil Rights Act of 1964. Sexual harassment is defined as unwelcome sexual advances, or requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment or academic status.

2. Submission to or rejection of such conduct or request by an individual is used as the basis for employment or academic decisions affecting such individual, or

3. Such conduct or request has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile work-related or academic environment.

(b) Sexual misconduct is a form of sex discrimination. Sexual misconduct is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. For the purposes of this regulation sexual misconduct includes sexual violence, sexual exploitation, non-consensual sexual contact and non-consensual sexual intercourse. Sexual violence includes rape, sexual assault, sexual battery and sexual coercion.

(c) Disciplinary Action.

1. Any employee or student of the University who is found to have harassed or discriminated against another employee or applicant for employment or student, will be subject to disciplinary action up to and including dismissal or expulsion.

2. Any employee or student in a supervisory capacity who has actual knowledge by direct observation or by receipt of a complaint of sexual harassment, or sexual misconduct and who does not report the matter directly to the Director of Employee and Labor Relations, shall be subject to disciplinary action up to and including dismissal or expulsion.

(3) Complaints and Appeal Procedures. Any employee or student who believes that he or she is a victim of discrimination or harassment, including without limitation sexual harassment and sexual misconduct as defined above or retaliation for filing a claim of discrimination, may pursue informal resolution of the complaint or may file a formal written complaint in accordance with University of Florida Regulations 1.0063 and 4.012. Employees

and students may contact the Director of Employee and Labor Relations to seek assistance in informally resolving the complaint or in filing a formal complaint or grievance.

(4) Invasion of Privacy. The University prohibits making, using, disclosing or distributing a recording of a person in a location or situation in which that person has a reasonable expectation of privacy and is unaware of the recording or does not consent to it; and any other conduct that constitutes an invasion of privacy of another person under applicable law or University regulations. Any employee or student of the University who is found to have so invaded the privacy of another person, shall be subject to disciplinary action up to and including dismissal or expulsion.

(a) It shall not be a violation of this provision to make a recording authorized by the Florida Sunshine Law, any other law or University regulation or policy. Any making, use, disclosure, or distribution of an authorized recording must comply with the requirements of the applicable authorization, law and/or University regulation or policy, including without limitation obtaining any required notice or consent.

(b) University policies may provide further information and requirements concerning making, using, disclosing and distributing recordings. Refer to University websites for policies on recording and on privacy.

(c) Recording is defined as any recording, visual (for example and without limitation, photographs, videos), audio or both, in any medium, using any technology.

Authority: BOG Regulation 1.001.

History--New 2-23-82, Amended 3-6-85, 11-13-90, 4-30-95, 11-25-03, 10-11-07 (technical changes only), Formerly 6C1-1.006, Amended 3-16-10,9-30-10 (technical changes only), 12-10-10, 3-22-13, Amended 4-1-16.

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This section reports the enrollment, retention, graduation rates, degrees awarded, and significant diversity efforts. The success of all students at the University of Florida is critical to the quality of program services to support enrollment, retention, and graduation. Data from programs affecting student life and successful diversity efforts were extracted and are provided below. **The full report from each of these units is available at:** <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/publications/student-reports/>

Academic Advising

The Academic Advising Center has specific advising responsibilities for the AIM program. The AIM Program serves at-risk undergraduates on campus. In Summer 2015, 260 new students were admitted through AIM. About 70% of the AIM population is Black/African-American, 20% are Hispanic American, and the rest are predominantly Asian-American or White.

More than 1,000 new and former AIM students signed in for advising between Summer B 2015 and Summer A 2016. Between 2004 and 2008 the retention rates of students participating in the AIM Program from the first to second year of college has been between 91% and 93%. In order to advise more than 10,000 undergraduate majors properly, training advisors to deal with a diverse population is necessary.

Group	AAC visit %*	UF Overall Population**
American Indian or Alaskan Native	0.71%	0.004%
Asian (includes Indian subcontinent)	11.56%	7.89%
Black (non-Hispanic)	11.94%	8.76%
Hispanic	22.78%	16.52%
Nonresident Alien	1.34%	0.96%
Not reported by individual	6.88%	2.55%
White (non-Hispanic, includes Middle Eastern peoples)	44.78%	61.35%

* Based on 29,129 visits from 7/1/2015

** Based on UF Fact Book, total Undergrad Population 34,002 in Fall 2015

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One of the advisors serving online students, Meredith Beaupre, was recognized by the National Academic Advising Association as an Outstanding New Advisor. Ms. Beaupre serves the online student population, which is slightly more demographically diverse than the residential student population, and includes many returning and non-traditional students.

Admissions

The University is committed to diversity and equity, and this is clearly evident in the profile of the freshmen class. For the 2015-2016 admissions cycle, 42% of the applicants were from historically underrepresented populations, 20% were from low income households and 26% were first-generation college students. The gender split of applicants was 43% male and 57% female. Of the applicants offered admission, 39% were from historically underrepresented population, 15% were from low-income households and 20% were from first-generation college students. The gender split for admitted applicants was 41% male and 59% female.

The Office of Admissions, conducts or participates in a number of targeted programs designed specifically to enhance representation and equity. In the future, the Office of Admissions will continue to engage with high-achieving Floridians, out of state, and international students, as well as students who will contribute to diversity.

College of Business Administration

The Warrington College of Business Administration Post Doctoral Bridge Program was successful in attracting minorities (50%) and women (25%). The Doctorate in Business Administration program was successful in attracting minorities (50%) and women (50%). Low diversity representation continues to be an issue for PhD programs nationwide. In an effort to recruit more minority PhD students, the college has always been represented at the annual PhD Project Conference. This conference is attended by minority students who are interested in doctoral programs in business.

The Warrington College of Business Administration sponsors and attends the National Black MBA Association (NBMBA) annual conference. This is an industry leading opportunity to increase the University's MBA Program brand awareness with corporate stakeholders, prospective students and the global business community. The NBMBA annual conference is an

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opportunity to recruit minority students and to assist the existing minority MBA students with job placement.

College of Design, Construction and Planning

The College of Design, Construction and Planning undergraduate student population is divided approximately between 70% FTIC and 30% transfer students. This ratio holds true for minority students. For example, 41 Design, Construction and Planning undergraduate students self-reporting as Black indicated 68% FTIC and 32% transfer. Therefore, recruiting strategies are focused on attracting true first-year students as well as transfer students into the College. The College offers ready access to advisors to students and parents who are interested in Design, Construction and Planning. The College participates in various recruiting events.

The following tables summarize student enrollment data in the College:

DCP Undergraduate 2015-2016	Number
Gender	
Female	349
Male	463
Total	812

Undergraduate Student Population Breakdown	Number
Asian	53
Black/African-American	41
Hispanic	191
Native American	7
White	484
Other	24
International	12
Total	812

DCP Graduate 2015-2016	Number
Gender	
Female	207
Male	282
Total	489

Graduate Student Population Breakdown	Number
Asian	21
Black/African-American	14
Hispanic	51
Native American	3
White	186
Other	0
International	214
Total	489

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College of Engineering

The Herbert Wertheim College of Engineering strives to have all areas of operation focus on inclusion. Initiatives launched over the last few years include (1) undergraduate research programs, (2) international program activities, (3) establishment of a new Director for Graduate Recruiting, and, (4) establishment of the position of Dean's Fellow for Diversity and Inclusion.

The Dean's Fellow for Diversity and Inclusion worked on many activities during 2015-2016. Some of these activities included:

- Worked with the University of Florida President's Council on Diversity on the University climate survey
- Reviewed the websites of the College and its departments for inclusive language
- Drafted additions to College course syllabus template emphasizing an inclusive classroom environment

The Herbert Wertheim College of Engineering is committed to the recruitment and retention of undergraduate and graduate students from underrepresented populations. Here is a list of diversity programs and outreach activities and events:

Undergraduate Students

- New Student Welcome Program
- Peer Advisors Program
- Centralized Advising Module
- STEPUP/EFTP
- The Transfer Student Transition Program (TSTP)
- Transfer Student Orientations
- Career Showcase Preparation Workshop

Graduate Students

- Attended National Society of Black Engineers Regional and National Meetings
- Attended National Society of Hispanic Professional Engineers National Meetings
- Attended Society of Women Engineers Regional and National Meetings
- Attended the National Collegiate Undergraduate Recruiting Conference, Big 10 Grad Expo
- Focused Graduate School Fellow Awards

The Herbert Wertheim College of Engineering undergraduates in Fall 2015 included 22% Hispanic, 4% Black/African-American and 27% female students. The total number of undergraduate students in Fall 2015 was 6,717. This represents an increase of 341 students over the previous fall.

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HW College of Engineering - Undergraduate Students Fall 2015 - Total 6717																			
Major	Total		African-American		Hispanic		Native American		Asian		Pacific		Unknown		Nonresident Alien		Caucasian		% Female
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Aerospace Engineering	330	58	10	1	64	15			29	4			7	2	8	1	212	35	15%
Agricultural Engineering	11	6	2	1		2			1								8	3	35%
Biological Engineering	65	61	3		14	14	1		8	10				2	1	2	38	33	48%
Biomedical Engineering	203	144	13	4	33	37	3	2	43	27			6	4	3	2	102	68	41%
Chemical Engineering	434	205	17	13	91	40	3	2	55	32			16	7	4	5	248	106	32%
Civil Engineering	371	114	14	7	89	29	3		17	8			7	4	20	6	221	60	24%
Computer Engineering (CEE)	35	3			10	2			5								20	1	8%
Computer Engineering (CEN)	119	13	4	3	23	1	1		15	2			4	1	3		69	6	10%
Computer Engineering (CPE)	292	37	17	1	56	9			60	7			9	2	3		147	18	11%
Computer Science/EG	389	88	13		72	21	1		70	28	1		10	1	5	4	217	34	18%
Computer Science/LS	142	34	14	2	34	9	1	1	10	7			5	2	6	1	72	12	19%
Digital Arts	29	32	2	1	4	7			3	9				4			20	11	52%
Electrical Engineering	470	97	33	6	101	21	2		62	18	1		10	3	9	3	252	46	17%
Environmental Engineering	80	109	4	4	17	34			4	6			5	2	1	2	49	61	58%
Exploring Engrg Studies	462	235	27	16	94	60	2	1	43	30			9	6	2	3	285	119	34%
Industrial & Systems Eng.	318	230	10	8	80	59			31	18			8	10	4	1	185	134	42%
Materials Science & Eng.	91	65	4	1	19	11	1	2	16	13			5	2	1	1	45	35	42%
Mechanical Engineering	1006	243	27	12	205	51	8	1	94	22	1	0	15	11	8		648	146	19%
Nuclear Engineering	77	14	3	1	18	5			3	2			3	1	3		47	5	15%
Nuclear & Radiological Sciences	3	2	1		1	1											1	1	40%
TOTAL	4927	1790	218	81	1025	428	26	9	569	243	3	0	119	64	81	31	2886	934	27%
% by Race					4%	22%		1%		12%		0%		3%		2%		57%	

The Herbert Wertheim College of Engineering graduate students in Fall 2015 included 5% Hispanic, 2% Black/African-American, and, 25% were female. The total graduate enrollment was 2,797 MS and PhD students. This represents an increase of 529.

HW College of Engineering - MS and PhD Students Fall 2015 - Total 2797																			
Major	Total		African-American		Hispanic		Native American		Asian		Pacific		Unknown		Nonresident Alien		Caucasian		% Female
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Aerospace Engineering	86	12			11	2	1		6	1			5	1	18	3	45	5	12%
Agricultural Engineering	26	22	1	2	1	1			2	1					14	11	8	7	46%
Biomedical Engineering	101	55	1	3	11	6			4	5			3		38	22	44	19	35%
Chemical Engineering	133	46	1		4	2			11	4			2		92	36	23	4	26%
Civil Engineering	135	31	5	2	7	2	2	1	3	2			3	2	69	15	46	7	19%
Coastal & Oceanographic	20	5			1				1				1		15	4	2	1	20%
Computer Engineering	147	52	6	8	5	1		1	1	3			6		96	34	33	5	26%
Computer Science/EG	96	36							2	1					93	34	1	1	27%
Computer Science/LS	163	50							3	1			2		150	49	8		23%
Digital Arts	3	1													3	1			25%
Electrical Engineering	19	2			1	1			1	1							17		10%
Electrical & Computer	432	146	8		11	3	1		11	4			7		328	137	66	2	25%
Environmental Engineering	82	67	2	2	8	6	1		1	5			5	1	27	29	38	24	45%
Industrial & Systems Eng.	128	45	3	4	18	2	1		2	4			7	1	40	17	57	17	26%
Materials Science & Eng.	170	67	3	3	3	4			8	3			5		107	35	44	22	28%
Mechanical Engineering	333	44	6	2	10	2	1		8				7	1	211	25	90	14	12%
Nuclear & Radiological Sciences	35	7			6	1			1				4		5	1	19	5	17%
TOTAL	2109	688	36	26	97	33	7	2	65	35	0	0	57	6	1306	453	541	133	25%
% by Race					2%	5%		0%		4%		0%		2%		63%		24%	

The Herbert Wertheim College of Engineering offers programs to enhance the success of engineering students. The College offers the following programs:

- Engineering Freshmen Transition Program (EFTP)
- Successful Transition and Enhanced Preparation for Undergraduate Program (STEPUP)
- Transfer Student Transition Program

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- Gator Outreach Program
- Gator Engineering @ Santa Fe
- Gator Engineering @ State College of Florida

Gator Engineering @ Santa Fe (GE@SF)

The Gator Engineering @ Santa Fe (GE@SF) is a first-of-its-kind program designed by the College in collaboration with Santa Fe College and the offices of Admissions, Dean of Students, Registrar, and Student Financial Affairs for students seeking an ABET-certified B.S. degree in engineering. Students invited into this program begin coursework at Santa Fe College and, upon successful completion of specified classes, continue studying at the University of Florida. Unlike a transfer program, students will be admitted to the University of Florida after the first Fall semester at Santa Fe College, contingent upon meeting the required performance standards established by the program. After officially becoming University of Florida students, the students are able to enjoy the enriching and varied resources offered by the University.

The 2015 GE@SF program started the fourth year and includes environmental engineering sciences, computer engineering, computer science, digital arts and sciences, electrical engineering, materials science engineering and nuclear engineering. From the first day at Santa Fe College, these students are connected to the Gator Engineering family, which includes graduate students, teaching assistants, an engineering design and programming class taught by University of Florida faculty. These students are also connected to advising by University of Florida engineering staff. Students are also introduced to Gator Engineering research and study abroad opportunities in addition to many other Gator Engineering programs.

The first GE@SF cohort began the Fall of 2013 with 32 students. Twenty-three of the 32 students were admitted to the University of Florida after the fall semester. Twenty-five students either completed or remain in the program, for a 78% retention rate.

The second GE@SF cohort involved 41 students enrolled in Fall 2014. Thirty-nine students (95%) either completed or remain in the program after one year. Thirty-one students 76% were admitted to UF within two semesters.

The third GE@SF cohort has 65 students enrolled in the program. In 2016, invitations to participate in the program were extended to 193 students. For all cohorts currently at the University

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of Florida, the students are 16% Asian, 7.1% Black/African-American, 23.2% Hispanic, and, 7.1% Female.

New Initiatives

The Herbert Wertheim College of Engineering launched many new initiatives. For a complete list of these new initiatives please refer to the Herbert Wertheim College of Engineering complete report located at: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/publications/student-reports/>. One of the programs launched was the Gator Engineering @ State College of Florida.

Gator Engineering @ State College of Florida

With the launch of the University of Florida Innovation Station Sarasota County in March 2016, the Florida Engineering Experiment Station (FLEXStation) will be creating the Gator Engineering @ State College of Florida program, an innovative B.S. engineering degree program similar to Gator Engineering @ Santa Fe that allows students to begin coursework at State College of Florida, gain admission to the University of Florida as early as after the first semester, continue coursework at State College of Florida until completion of critical tracking courses, and matriculate to the University of Florida to continue engineering study in a chosen major. This program is made possible by a generous gift from the Charles & Margery Barancik Foundation based in Sarasota, FL. The Gator Engineering @ State College of Florida program is scheduled to begin accepting students with the Fall 2017 admission class and students applying to the University of Florida in the Fall 2016 will compose the first cohort of this program. For its inaugural year, the degree programs being offered in Gator Engineering @ State College of Florida will include computer science, computer engineering, digital arts and sciences, and electrical engineering. FLEXStation is working with the Sarasota County School Board to provide programs to students focused on STEM fields and will promote the GE@SCF program to underrepresented K-12 students through these programs.

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**Graduate Minority Programs
 The Graduate School**

The Office of Graduate Minority Programs supports student recruitment, retention, success and graduation with many great programs. The Office of Graduate Minority Programs supports graduate education with the following programs:

- Bridge to the Doctorate Program – Since the first cohort in 2008, the University has had 48 BD fellows. To date, 16 fellows have received doctoral degrees and 21 are still on the road to completion for a combined 77% graduation and retention rate.
- Campus Visitation Program
- Delores Auzenne Dissertation Award – 12 students received the Auzenne awards during the academic year, 3 during Fall 2015, 4 during Spring 2016, and 5 during Summer 2016
- FAMU Feeder Fellowships – In 2015-2016 the University of Florida had 4 active FAMU Feeder fellows
- Doctoral Student Support – 27 students received Doctoral Student Support in 2015-2016

Funding Program	# of 2015-16 Students Receiving Doctoral Student Support
McKnight	7
FAMU	0
McNair	1
Other	19
Total	27

- Florida Board of Education (BOE) Summer Fellowship Program – 33 students participated in the Summer 2015 BOE Program
- Graduate School Information Day – 360 students and Gainesville resident attended this event
- Graduate Diversity Enhancement Top-Ups – This competitive award provides financial support to first-time enrolled graduate students who demonstrate significant potential to contribute to the scholarly mission of the University of Florida graduate programs

Funding Program	# of 2015-2016 Students Receiving Graduate Diversity Enhancement Top-Ups
McKnight	11
FAMU	1
Other	11
Total	23

- Graduate Minority Professional Conference and Presentation Travel Awards – 14 students were supported with travel awards
- Graduate Minority Research Travel Awards – Three doctoral students were supported with research travel awards

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- Graduate Student Grants & Fellowships Workshop – There were 50 attendees at the workshop
- McNair Graduate Assistantship Program – Five students participated in this funding program
- National Name Exchange – Invitations were sent to 6,464 of UF undergraduates to participate in the National Name Exchange
- Professional Development Workshops – In 2015-2016 there were ten professional development sessions
- Supplemental Tuition Retention Program – A total of 21 students received this award during the 2015-2016 academic year. Eleven students were funded in the fall semester, five in the spring semester, and five in the summer semester
- UF/Santa Fe College Faculty Development Project – There were two participants in 2015-2016
- McKnight Doctoral Fellowship
- McKnight Doctoral Dissertation Fellowship – In 2015-2016 there were two McKnight Doctoral Dissertation Fellows. One fellow completed in the spring and the other is scheduled to graduate in the summer
- HBCU-UF Master's to the PhD Pathway Project

McKnight Doctoral Fellowship

In 2015-2016, there were seventy actively funded McKnight fellows at the University of Florida. As a result of the McKnight fellowship selections in Spring 2016, the University of Florida is projected to enroll at least 13 new fellows in Fall 2016. These additional fellows will bring the total number of McKnight doctoral Fellows to 87 for 2016-2017. This enrollment means that the number of McKnight Doctoral Fellows has almost doubles in the last five years from 44 fellows in 2011 to 87 fellows in 2016-2017. The four McKnight Dissertation Fellows in 2014-2015 graduated in Summer 2015.

University of Florida/Santa Fe College Faculty Development Project

The University of Florida/Santa Fe College (SFC) Faculty Development Project is a partnership designed to increase the number of underrepresented faculty at SFC via advanced University of Florida doctoral students. Students awarded this prestigious graduate assistantship receive an annual stipend, tuition and fee waiver, mentoring, and, professional development training at the University of Florida and SFC. Participants are required to fill a teaching, advising or recruitment and retention role at Santa Fe for the appointed year. Applicants must hold an MA/MA or equivalent degree with the required number of hours in an appropriate discipline based on SFC needs. Selection of participants for this program is contingent on the positions available at

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SFC. Students must be enrolled in a University of Florida PhD program and meet SFC adjunct faculty hiring criteria. There were two participants in the 2015-2016 academic year.

HBCU-UF Master’s to the PhD Pathway Project

The HBCU-UF Master’s to the PhD Pathway Project, designed to create a pathway for master’s level students from Historically Black Colleges and Universities (HBCUs), was launched during the 2011-2012 academic year. HBCU master’s students interested in pursuing a PhD are identified and recommended for the project by their advisers. The Office of Graduate Minority Programs introduces eligible students to graduate coordinators in their area of interest during a two-day visit to the University of Florida campus in the spring. The visiting students interacted with currently enrolled doctoral students and University of Florida faculty members. Once admitted to the University of Florida, Pathway students will participate in summer research or in the Board of Education Program during Summer B. One student received a \$17,000 stipend during 2015-2016.

Student Success

Academic performance of underrepresented and currently enrolled students receiving support from Office of Graduate Minority Programs is reflected below:

Program:	# of students	Avg. GPA
McKnight Scholars	70	3.65
FAMU Feeder Students	4	3.24
McNair Assistantship Holders	5	3.53
Santa Fe College Teaching Scholars	3	3.57
McKnight Dissertation	2	3.72

*Student cumulative GPAs were used to calculate average GPA. These totals do not represent the total number of student awards as some students have deferred funding disbursement.

Harn Museum of Art

All Harn Museum of Art exhibitions and restrooms are wheelchair accessible/ADA compliant. Recognizing the importance of continual self-assessment of compliance with ADA standards, the museum appointed a new Accessibility Coordinator to facilitate these activities. The Harn Museum of Art provides diverse cultural perspectives through its exhibition program and accompanying gallery interpretation which engages multiple viewpoints and cultures. Programs encouraging participation of diverse audiences include:

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- A Sense of Place: African Interiors
- Patterns past and Present: Arts of Panama
- Into the Fold: Contemporary Japanese Ceramics
- Kabas and Couture: Contemporary Ghanaian Fashion
- Contesting Terrain
- Dawoud Bey: First-Year Florida Re-visited
- Dancing in the Moonlight: Zara Masks of Burkina Faso
- Elusive Spirits: African Masquerades
- Mirror, Mirror ...Portraits of Frida Kahlo

The Harn Museum of Art partnership with the PACE Center for Girls is now in its sixth year. This program involves at-risk teen girls who participated in two series of six visits to the museum and six visits to the PACE school, working with a guest art instructor and art therapist. These students visited the museum (most for the first time), viewed exhibitions, wrote about and created art. Through the program, they were introduced to art as an outlet for dealing with life's sometimes challenging and wonderful emotions and as an expression of human experiences throughout time and in all cultures.

A similar program designed for the Reichert House is now in its second year. The Reichert House is an after-school program for middle and high school boys, designed to ensure that young men stay in school and develop life skills for success. Reichert House was founded in 1987 with a mission to provide opportunities for Alachua County youth to learn about themselves and how to contribute to society in a positive manner. Harn staff present sessions at Reichert House and at the museum, drawing a close connection between the program's goals and the experience of creative expression and museum visits.

The Harn Museum of Art hosts and participates in many programs, activities and exhibits:

- Art for Life
- 11th Annual Latin American Film Festival
- The Access Art: Touch Tours
- The Creative Mind: Moving through Parkinson's with Art
- "What is the Good Life?"
- Monthly Museum Nights
- 5th Avenue Arts Festival
- The Harn presents Art Time at the Library
- Confucius Institute
- Annual Educator's Open House
- K-12, Homeschools, Family Days, Tot Time, Story Time, Art Time

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College of Health and Human Performance

The College of Health and Human Performance values numerous programs and outreach activities that support diversity and inclusion for students, faculty, and staff. College academic programs are purposeful in addressing issues of diversity, particularly with regard to health disparities and minority health issues. The intentionality of addressing diversity issues through the curriculum is perhaps best evidenced by offerings in the Department of Health Education and Behavior, which not coincidentally, has among the highest enrollments of underrepresented minorities.

The Department of Health Education and Behavior has an entire course dedicated to minority health issues. The course addresses health issues confronting politically and socioeconomically disadvantaged groups and ethnic minority groups (Black/African American, Asian Americans/Pacific Islanders, Hispanic/Latino Americans, and Native Americans/Alaska Natives) in America. While not intended to be a comprehensive treatment of all pertinent health problems affecting minorities, the course directly addressed salient health concerns.

In addition to academic/educational programs, diversity is a focus of College student organizations at the undergraduate and graduate level. Research clearly indicates involvement in clubs and organizations enhances student retention, and is particularly important to retention of underrepresented minorities. These student organizations include:

- Health and Education for Research, Outreach, Empowerment & Service (HEROES)
- Student College Council
- HHPEERS
- HHP Student Ambassadors
- HHP Graduate Organization

The College of Health and Human Performance success in diversity and inclusion is highlighted in the following data:

Undergraduate Programs Enrollment increased from 34.4% to 35.87%

- 10.4% Black/African American
- 15.9% Hispanic
- 8.6% Asian
- 3.3% Other (Includes Indian & Alien)

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Graduate Programs Enrollment

HHP Master's students increased from 24.6% to 26.6%

- 12.4% Black/African American
- 10.0% Hispanic
- 3.2% Asian
- 11.6% Other (Includes Indian & Alien)

HHP PhD students increased from 12.5% to 13.7%

- 5.7% Black/African American
- 4.7% Hispanic
- 3.3% Asian
- 53.6 Other (includes Indian & Alien)

Housing and Residence Education

The Department of Housing and Residence Education provides a number of transition programs, diversity training, and events to support the diverse student population it serves. All application and assignments procedures and communication are on the online Housing Management System (HMS) which provides an equitable and secure medium to communicate with residents. The Department of Housing and Residence Education supports special admission programs like AIM and special scholarship programs like the Machen Florida Opportunity Scholars Program and Opportunity Alliance Program which target low-income students or academically-talented students who might not otherwise attend the University of Florida because of financial barriers.

The Department of Housing and Resident Education staff work closely with the Americans with Disabilities Act (ADA) Coordinator and staff in the Disability Resource Center to ensure housing needs are met for residents with disabilities. During the application/contract process, residents are prompted to notify Housing and Residence Education staff if assignment accommodations are requested based on medical reasons. Approximately 300 residence hall spaces are available to accommodate students with disabilities. A budget line exists to address new or unforeseen ADA accommodations or to address specific residents' needs, if the requested accommodations do not already exist. Accommodations are also made for students requiring

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attendants or assistance animals. Note: Students with special needs must meet the standard guidelines used to determine housing eligibility prior to assignment.

There is 38% more women than men living in University of Florida residence halls based on demand and based on 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 general university student population and is comparable to the Florida and U.S. populations. Note: Approximately 1,100 international student and families live in graduate and family housing.

	Residence Halls Fall 2015	*UF Fall 2015	**Florida U.S. Census Bureau	**U. S. U.S. Census Bureau
Men	42%	44.71%	49%	49%
Women	58%	55.26%	51%	51%

White (non-Hispanic)	56%	57.28%	55.8%	62.1%
Black	9%	6.40%	16.8%	13.2%
Hispanic	19%	20.75%	24.1%	17.4%
Asian/Pacific	10%	7.77%	2.9%	5.6%
Other/Unknown	6%	2.76%		
Two or More Races		2.94%	2%	2.5%
International		1.34%	19.6%	13.1%
American Indian/ Alaska Native		<1%	<1%	1.2%

* UF Institutional Research <http://ir.aa.ufl.edu/enrollment> April 28, 2016, (Undergraduate Enrollment)
 ** U.S. Census Bureau <http://quickfacts.census.gov/> July 2014

International Center

More than ten nationalities are represented among the staff in the International Center. The International Center services students from more than one hundred and thirty countries. The International Center worked closely with the ADA Office and Disability Resource Center on campus to support students with a disability studying abroad. Special accommodations needed are communicated to partners abroad to enable students to have the best possible experience while studying in a foreign country. The International Center will continue to work diligently to encourage more diversity in the study abroad population.

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College of Journalism and Communications

The College of Journalism and Communications assesses progress in achieving student diversity in a number of ways, including monitoring enrollment and graduation trends and surveying graduating seniors and alumni. Across the curriculum, the College fosters an understanding and appreciation of diversity. Required and elective courses have components dealing with diversity and several courses address diversity issues as the primary focus. Course syllabi include language regarding the rights of and accommodations made for students with disabilities. The History of Journalism course includes discussion of the early Black Press in America and its place in journalism history. The College offers graduate and undergraduate versions of a course titled Race, Gender and Class in Media, as well as courses on international advertising and international public relations. The undergraduate course, Race, Gender and Class in Media, is online and taught every semester with an enrollment of 25 to 50.

The introductory courses in each department include materials on the effects of mass media and communication on diverse audiences. Additionally, these courses stress the important roles played by members of underrepresented groups in building mass communication industries. Advertising Research, Public Relations Research, Advertising Strategy, and Public Relations Strategy emphasize the importance of diversity in developing more effective programs and campaigns with audience research, message design, and, evaluation techniques. There is also a graduate course in intercultural communication. Two courses in journalism address religion and the news, LGBT issues, and another in telecommunication deals with Islam, media and popular culture. The College-wide media ethics course emphasized the importance of diverse stakeholders with diverse value systems and loyalties in professional media contexts. A key premise in the course is growth in moral development means a widening arc of empathy with others who are different from the decision-maker in ethical dilemmas.

The Knight Division for Scholarships, Career Services and Multicultural Affairs coordinates the College of Journalism and Communications minority recruitment and retention activities. The Knight Division Director visits high schools and community colleges with high minority enrollments, including specially targeted schools with predominantly African-American and Hispanic enrollments. The College actively participates in all University of Florida minority recruitment and retention activities, including all recruitment conferences/fairs, and the Minority

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Mentor Program. The College (Knight Division) offers scholarships for minority high school students to attend the College’s Summer Journalism Institute.

The Knight Division for Scholarships, Career Services and Multicultural Affairs, is the office responsible for coordinating the College’s programs, services, and activities for undergraduate students from underrepresented groups.

The College of Journalism and Communications regularly collects data on the gender and race of undergraduate and graduate students. The following breakdown summarizes the data for Spring 2016:

Undergraduate Students	Total	Graduate Studies	Total	On Campus	Online
Male	584	Male	86	45	41
Female	1759	Female	227	97	130
Black Male	57	Black Male	8	5	3
Black Female	139	Black Female	17	7	10
White Male	355	White Male	47	21	26
White Female	1041	White Female	132	41	91
Hispanic Male	119	Hispanic Male	7	4	3
Hispanic Female	430	Hispanic Female	23	6	17
Asian Male	31	Asian Male	3	1	2
Asian Female	86	Asian Female	8	4	4
Indian Male	4	Am Indian Male	0	0	0
Indian Female	10	Am. Indian Female	1	0	1
Alien Male	10	Alien Male	13	13	0
Alien Female	60	Alien Female	37	37	0
Total	2342	Not Reported Male	8	1	7
		Not Reported Female	9	2	7
		Total	313	142	171

College of Law

A new dean was appointed at the Levin College of Law on July 1, 2015. The new dean began a comprehensive assessment of, among other things, admissions and career placement. This process has resulted in changes being implemented. The Levin College of Law has employed a variety of programs and initiatives designed to maintain and increase the diversity of the student body, faculty, and staff, and to promote the value of diversity in its educational programs. Some of these programs and initiatives are included below:

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Admissions

The Levin College of Law actively encourages applications for admission from members of minority groups and devotes substantial resources to recruiting students from groups historically underrepresented in the profession. As a general proposition, College efforts to increase the diversity of the student body have been successful, and for the most part increasingly so, in recent years. Most notably, the new dean brought in consultants in the summer of 2015 to determine how to increase the pool of applicants, raise LSAT/GPA profiles of accepted students, and increase the enrollment of minority students. These efforts have been largely successful in that minority student enrollment will be maintained or increased during a year when the pool of applicants was increased by a significant percentage and the average LSAT score of the admitted students will go up significantly. The activities below are a few of the 2015-2016 College Pre-Admission Outreach recruitment efforts to attract diverse applicants:

- Attended 8 national Law School Admission Council (LSAC) Recruitment Forums
- Attended 38 “law fairs” at undergraduate colleges across the country representing the top feeder colleges of law applicants in the country, including many in Florida and many in cities where there are diverse populations
- Hosted University of Florida Law’s Road Map to the Law School application event
- Created the GatorLaw Mentorship Program for the Machen Florida Opportunity Scholars and first generation college students

Diversity and Community Relations Committee and Diversity Coordinators

The Diversity and Community Relations Committee is a diversity advisory group which systematically assesses the quality of life of the law school community as a whole and for minority groups within that community. The committee’s activities included:

- Met with some of the leaders of “Hidden History” concerning institutional sexism reflected in visual imagery around the school
- Discussed diversity-related issues occurring at the University of Missouri and what implications those actions might have for the College
- Sponsored Title VII and Title IX training for the College.

Upon arrival, the new Dean created open lines of communication among the administration and students regarding issues of diversity and inclusion. These resulted in hands-on involvement in conversations and collaborative efforts to make the College a welcoming and inclusive community.

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As of May 2016, 112 out of 320 students admitted for the Fall 2016 class are minorities. This representation means that 35% of the entering class are minority students. Of those students: 36 (11.3%) are Black/African-American; 57 (17.8%) are Hispanic; 18 (5.6%) are Asian/Pacific Islander; and, 1 (.3%) are American Indian/Alaska Native. The 35% figure is a substantial improvement over the preceding years when those percentages were 32.1% (for 2014) and 31% (for 2015). The increase in the number of minority students during an admissions cycle when the LSAT will likely increase by 3 points is attributable to the new Dean's successful and timely intervention into the admissions process.

Machen Florida Opportunity Scholars Program

The Machen Florida Opportunity Scholars Program is a scholarship and program designed to support low-income students who are the first in the family to attend college. To be eligible, a student:

- Has to be a first-time-in-college freshman who has been admitted to the University of Florida by March 15 (transfer students are not eligible)
- Neither parent has earned a bachelor's degree (if parent has a bachelor's degree from another country, student is ineligible). First-generation status is gathered from the admissions application and/or FAFSA
- U.S. Citizen or permanent resident
- Florida resident
- Graduated from a Florida high school within the last three years and during that time was not enrolled as a degree-seeking student in another institution
- Total parents' income include less than \$40,000
- Total parents' assets as reported on the FAFSA less than \$25,000
- Applied for financial aid by completing an error-free FAFSA by March 15 preceding enrollment.

The Machen Florida Opportunity Scholars has many specific programs and outreach activities used to support diversity. A few of these outreach activities were:

- Machen Florida Opportunity Scholars New Scholar Orientation (Summer B, Fall, Spring)
- New Scholar President's Welcome Reception
- First Generation Advocate Program
- First Generation Summit

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The Machen Florida Opportunity Scholars Program was selected as an Example of Excelencia Award finalist, recognizing America's top programs that increase academic opportunities and increase achievement for Latino students. The program was also recognized by ACPA – College Student Educators International as an “Exceptional Practice” Award Recipient and NASPA – Student Affairs Professionals in Higher Education: NASPA Excellence Award for Enrollment Management, Financial Aid, Orientation, Parents, Persistence, first-Year, Other-Year & Related category (Silver Level)

College of Medicine – Gainesville

The College of Medicine Office of Educational Affairs continues to work with the Behavioral Medicine Research Team. This Team is focused on enhancing the health of medically underserved populations in the community and prepares many underrepresented minority students for future careers in the health sciences.

The College of Medicine continues its active recruitment of underrepresented minority candidates for the Interdisciplinary Program in Biomedical Sciences. For the 2015-2016 year the College had a successful year with 14% admitted students being underrepresented minorities and 18% were international students. The College will participate in Morehouse College's Career and Graduate School Fair to recruit underrepresented minority candidates to the biomedical science PhD program.

The College of Medicine has been successful in recent years in recruiting underrepresented minority students. The medical school August 2015 entering class was comprised of approximately 26% underrepresented minority students, as compared to 18% in years 2011 and 20% in 2012. Currently, 139 underrepresented students are enrolled. Thirty-seven underrepresented minority students have been accepted to the incoming medical school class, of which 14 are Black/African-American and 22 are Hispanic. Among the 39 MD/PhD students, 15% are Black/African-American.

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<i>Offers of Admission Made to Medical School Applicants</i>			
School identified diversity categories	2016-2017		
	<i>Number of Offers Declined</i>	<i>Number Enrolled</i>	<i>Total Offers</i>
American Indian	2.00	1.00	3.00
Asian	14.00	23.00	37.00
Black/African American	19.00	14.00	33.00
Hawaiian/Pacific Islander	0.00	0.00	0.00
Hispanic/Latino	13.00	22.00	35.00
White	41.00	74.00	115.00
Other	4.00	1.00	5.00
Disadvantaged	13.00	19.00	32.00
Female	56.00	71.00	127.00
Male	37.00	64.00	101.00

School-identified Diversity Category	First-Year Students		All Students	
	2014-2015	2015-2016	2014-2015	2015-2016
American Indian	0	3	5	5
Asian	17	18	95	76
Black/African American	17	16	55	66
Hawaiian/Pacific Islander	0	1	3	1
Hispanic/Latino	18	15	69	67
White	79	82	312	336
Other	6	0	0	0
Disadvantaged	18			
Female	65	73	236	266
Male	72	62	303	285

2015-2016 / Total number of MD-PhD Scholars: 39 (100%)

- American Indian: 0
- Asian: 3 (8%) - Males: 2 (5%) / Females: 1 (3%)
- Asian Indian: 2 (5%) Males: 1 (2.5%) / Females: 1 (2.5%)
- Asian (Mongolian): 1 (3%) Female: 1
- Black/African-American: 6 (15%) Males: 2 (5%) / Females: 4 (10%)
- Hawaiian/Pacific Islander: 0
- Hispanic/Latino: 0
- White: 27 (69%) Males: 20 (51%) Females: 7 (18%)
- Female: 14 (36%)
- Male: 25 (64%)

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The College of Medicine continues to invest in strategic recruitment activities with the goal of recruiting qualified underrepresented minority students to the medical school, to the School of Physical Assistant Studies, and to the Biomedical Science PhD program. The “Second Look” and “Accepted Students Weekend” events have proven successful in College efforts to attract and recruit qualified underrepresented minority student candidates. College initiatives to partner with the National Association of Historically Black Colleges and University have improved the pipeline to underrepresented candidates.

Multicultural and Diversity Affairs

Multicultural and Diversity Affairs (MCDA) encourages non-discrimination practices through focused outreach to diverse student communities, organizations and groups, services and opportunities, including some faculty/staff outreach efforts. A few of the outreach efforts taken during 2015-2016 were:

- Ambassador Program (student paraprofessionals) – 130+ students who work and/or volunteer as part of the Multicultural and Diversity Affairs (MCDA) Ambassador Program across 5 areas: Asian Pacific Islander American Affairs (APIA), Black Affairs, Hispanic-Latino Affairs (HLA), Intercultural Engagement (IE), and Lesbian, Gay, Bisexual, Transgender Affairs (LGBT). This program provides a wonderful inclusive leadership development opportunity for the MCDA Student Ambassadors.
- MCDA hosted monthly workshops on topics: “The N Word, the Model Minority Myth, Allyship in the LGBTQ Community, and Immigration/Undocumented Students at UF”.
- MCDA hosted an expanded 2 week-long campus-wide MLK Celebration to honor Dr. Martin Luther King Jr’s commitment to social justice through educational programs, community events, and service initiatives designed to encourage UF students to use their talents to better the lives of others.
- MCDA and Black Affairs collaborated with the Black Student Union, Housing and Residence Life, Dean of Students Office, University Police Department, Gainesville Police Department, and, Alachua County Sheriff’s Department to promote better community relations through the “Police and the Community” forums held in fall and spring semesters.
- University Minority Mentor Program is open to any first-year incoming student who identifies as first generation or low income. The program assists students by offering guidance through the development of a one-on-one mentoring relationship between the student mentee(s) and a faculty or staff mentor, as well as with the

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Transition Ambassador. University Minority Mentor Program activities are designed to enhance the participants’ experience of the University of Florida as a comfortable, inclusive and supportive environment in which all students can thrive academically and personally. Research has shown that when a first generation underrepresented, or low income student “connects” with a faculty or professional staff member, the rates of retention and success improve exponentially. The 2015-2016 program included 315 mentees and 311 faculty and staff.

- Multicultural and Diversity Affairs presented trainings for new members of the Greek system including approximately 120 Interfraternity Council members, 75 Panhellenic women and 15 Multicultural Greek Council members. This totaled over 210 students who were engaged in a dialogue about how they can promote diversity and be positive influences to campus climate. This was a significant effort on both the student leadership and the student affairs staff.
- Multicultural and Diversity Affairs and particularly the Institute of Black Culture director and staff were proactive in bringing together students and community members immediately following the incidents at Missouri and campus climate for Black students.

College of Nursing

The College of Nursing Office of Student Affairs exhibits diversity in its academic advising staff, and facilitates the integration of students into the larger university setting. The College of Nursing has a large applicant pool for undergraduate admission as well as a large applicant pool for the clinical doctorate program, with a relatively lower applicant pool for the PhD program. This is consistent with national trends.

	African-American	Asian	Hispanic	Unreported	Total Admissions
Undergraduate:					
BSN	9	12	19	2	128
RN BSN	3	4	2	2	53
Accelerated	14	7	10	3	89
Graduate:					
BSN to DNP	0	2	5	3	51
Post Masters DNP	0	2	0	0	10
BSN to PhD	0	0	0	0	2
PhD	2	0	0	2	8

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The College of Nursing is active in the Florida Minority Cancer Research & Training (MiCART) Center, the state’s first and only National Cancer Institute P20-funded minority institution/cancer center partnership focused on cancer research and training for Black/African-Americans. This innovative program is in partnership with Florida A&M University.

The College of Nursing provides financial assistance with tuition and books in the form of scholarships to qualified students based on available funding. The chart below show the amount of financial assistance awarded to students from diverse backgrounds.

Program	African-American		Asian		Hispanic	
Undergraduate						
Generic Track	5	\$12,550.00	3	\$8,650.00	9	\$22,500.00
Accelerated Track	1	\$2,000.00	0	\$ -	7	\$41,000.00
Graduate						
Masters of Science	1	\$2,000.00	1	\$2,000.00	0	\$ -
Doctorate of Nursing Practice	8	\$50,592.07	3	\$24,000.00	6	\$38,025.00
PhD & BSN to PhD	3	\$26,500.00	0	\$ -	0	\$ -
TOTAL		\$93,642.07		\$34,650.00		\$101,525.00

The National State Board of Nursing pass rate on the National Council Licensure Examination (NCLEX) for Bachelor of Science in Nursing students from the University of Florida was 92.97% for 2015. The College of Nursing 2015 NCLEX pass rate was above the state of Florida average of 72.02% and above the national average of 87.49% for baccalaureate graduates and 84.53% for all graduates.

College of Pharmacy

Pharmacy students participate in both required and elective activities that lead to the enhancement of diversity and inclusion during their educational experiences. The number of pharmacy students who take an elective course in Global Health has significantly increased over recent years. The course creates a fundamental understanding of diversity in a healthcare context. It is a prerequisite course for students to participate in international healthcare mission trips to countries in the Caribbean, Central America, and South America. Approximately 50 pharmacy students participated in Global Health outreach trips with inter-professional opportunities with

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students from the College of Medicine and the College of Public Health and Health Professions. These experiences allow pharmacy students to gain a broader world view of healthcare needs.

The demographic profile of approximately 406 students enrolled in the Working Professional PharmD (WPPD) distance education program in the College of Pharmacy represents significant diversity. The present enrollment in the WPPD program has the following demographic profile: Black/African-American 19%, Hispanic 4%, Asian 27%, White 44.0%, Native American 0%, and other 6%. Males make up 28% while Females make up 72% of the WPPD program.

The demographic profile of the almost 2,000 students in distance education programs for a Master's of Science in Pharmacy in the fields of Forensic Science, Pharmaceutical Chemistry, Clinical Toxicology, Regulatory Affairs, and Medication Therapy Management include the following data: Native American 1%, Black/African-American 12%, Hispanic 9%, Asian 6% and White 72%. Males were 30% and females were 70%.

Current demographic characteristics of first-degree professional program: 7% African-American, 22% Hispanic, <1 Native American, 22% Asian, 50% White. Some of the strategies underway on diversity and inclusion for the professional program include:

- Establishment of pipeline programs with three community colleges, an inner city high school in Jacksonville and with the UF Florida Machen Opportunity Scholars Program, aimed at attracting underrepresented/disadvantaged students to professional program
- Colleges of Pharmacy established summer research training awards to FAMU Pharmacy students interested in pharmacogenomics research.
- Department of Defense and NIH/NCI Training grants have led to creating opportunities for both minority HBCU students and faculty to pursue research collaborations with UF faculty. Findings from our evaluation of these programs revealed that a substantial percentage of students reported that the program was pivotal in gaining admission to desired post-baccalaureate programs. Further, the training programs have also led to an increased number of collaborations between minority faculty at participating HBCUs and UF Faculty.

College of Public Health and Health Professions

The College of Public Health and Health Professions has been successful in recruiting applicants from McKnight Fellowship candidates, the McNair Scholars Program and the Machen Florida Opportunity Scholars Program. The Office of Graduate Minority Programs has been very

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helpful in assisting with funding to bring minority applicants to on-site interviews. New initiatives have begun to reach out to colleagues at historically black colleges and universities (HBCUs) to identify exceptional applicants at the doctoral and postdoctoral levels.

Diversity as a value is emphasized in all Clinical and Health Psychology courses and clinical training activities. Clinical and Health Psychology faculty attempt to ensure adequate funding for retention and graduation of minority students via writing minority supplements to existing NIH grants.

In conjunction with the University, the Bachelor of Health Science program works with the Machen Florida Opportunity Scholars Program and the University of Florida AIM Program to support students from low-income families who are the first in their family to attend college to achieve academic goals. Within the 2015-2016 graduating class, 10 Florida Opportunity Scholars students earned Bachelor of Health Science degrees (1 General Health Science, 3 Pre-Occupational Therapy, 3 Pre-Public Health, and 3 Communication Sciences and Disorders).

The College of Public Health and Health Professions has worked to increase the diversity of the student body with the following results:

Racial / Ethnic Group	PHHP Student Population, Fall 2015 N=1,506	UF Student Population, Fall 2015 N=52,519¹	Florida State University System, Fall 2014* N=341,044²	Florida State Population, 2014* N=19,893,297³
Black /African-American	7.10%	6.15%	12.79%	16.80%
Hispanic / Latino	12.95%	16.95%	24.45%	24.10%
Asian	7.30%	7.06%	4.40%	2.80%
Native American	0.60%	0.27%	0.22%	0.50%
Not reported / other	3.12%	5.45%	4.38%	0.00%
Pacific Islander	0.13%	0.47%	0.21%	0.10%
Nonresident Alien	9.36%	9.16%	4.98%	0.00%
White	59.43%	54.48%	48.56%	55.80%

*Data for 2015 are not available

¹ Source: University of Florida Office of Institutional Planning and Research

² Source: Board of Governors Interactive University Database http://www.flbog.edu/resources/iud/enrollment_results.php

³ Source: [US Census Bureau Florida QuickFacts](#) 2014. Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits

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Recreational Sports

Recreational Sports (RecSports) is allocated \$6 million to ensure access for all fee-paying students on a variety of recreational programming and services. RecSports has engaged the Disability Resource Center, the Collegiate Veterans Center and Student Government in a partnership to develop and market more inclusive recreational activities. Information about these programs and services are available on the RecSports website:

<http://recsports.ufl.edu/about/forms-and-requests/inclusive-recreation>.

Goal ball and sitting volleyball are two special events offered to increase awareness about inclusive/adaptive sport opportunities for students with disabilities. These events gave more than 100 students the opportunity to play a sport without their sight or use of their lower body. Following the events, students commented they had a new appreciation for the difficulties a similar disability would create.

Office for Student Financial Affairs

The Office for Student Financial Affairs adheres to a “race-blind” financial aid awarding policy. There are a limited number of preferential scholarships, notably the National Achievement and Presidential Scholarships, which were approved through the University’s agreement with the U.S. Office for Civil Rights. The distribution of financial aid is provided in detail in the Fact Book, which is produced annually by the Office for Student Financial Affairs and available online at www.sfa.ufl.edu/publications/. During 2015-2016 the average scholarship award for Black/African-American students was \$7,133 and the average scholarship award for White students was \$3,598.

The Office for Student Financial Affairs entered its 10th year of the Bernie and Chris Machen Florida Opportunity Scholars Program. During 2015-2016 1,175 students participated in this program, and \$10,787,751 in Machen Florida Opportunity Scholars Program scholarships have been disbursed. The demographic breakdown of Machen Florida Opportunity Scholars during 2015-2016 reflect 28% Black, 39% Hispanic, 10% Asian, and, 21% White. Sixty-four percent (64%) were female and 36% were male. These scholars had an average Grade Point Average of 3.24.

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Student Health Care Center

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

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

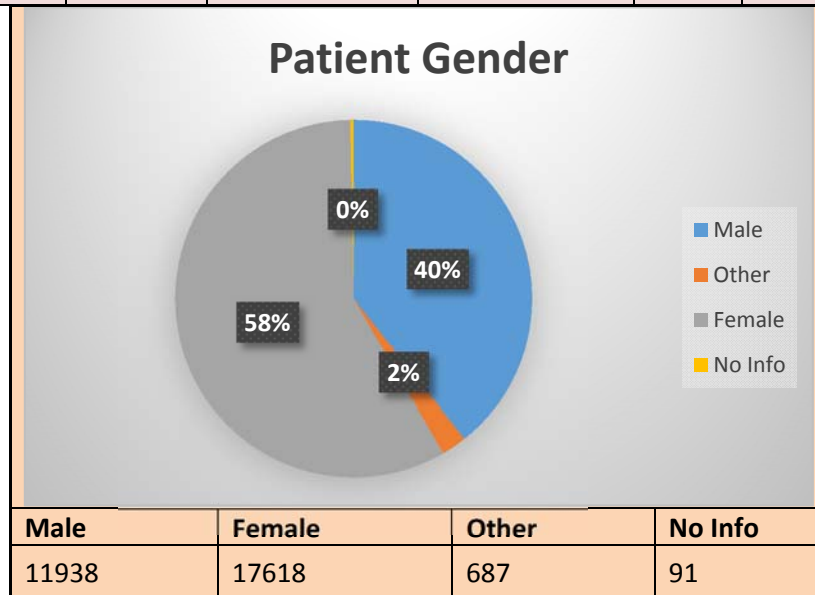
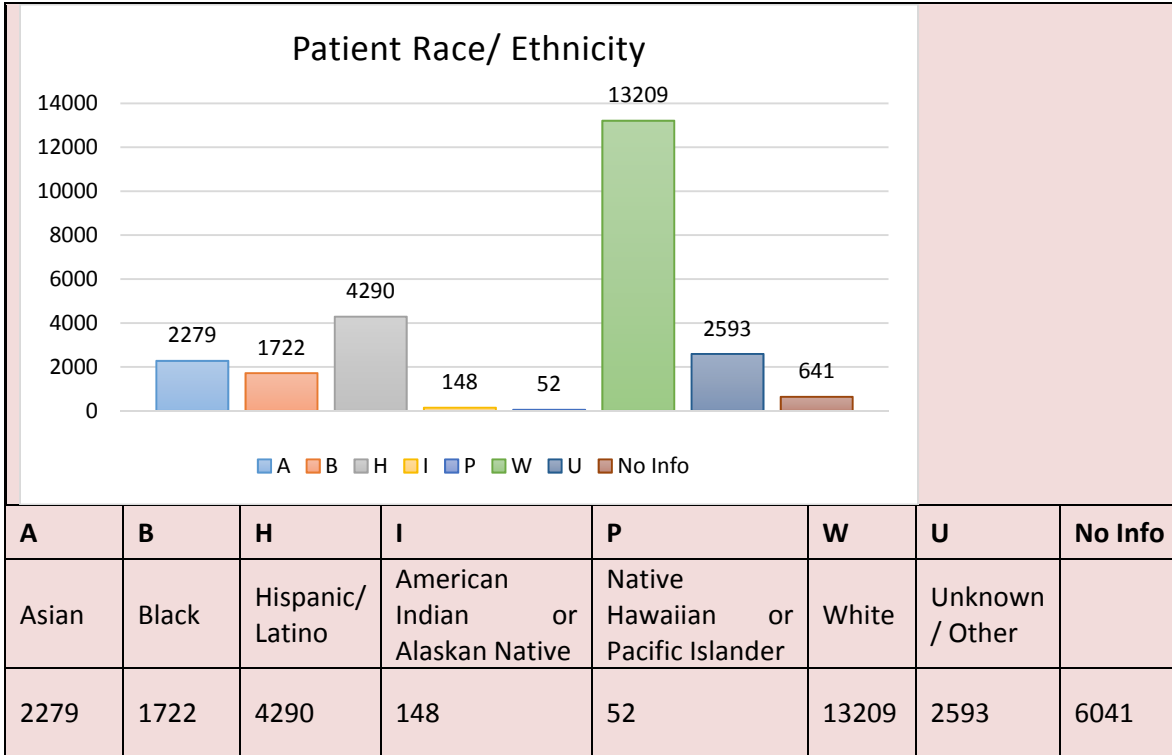
The Student Health Care Center staff is committed to health and wellness. A few staff awards are:

- UF Employee Health Services Director Dr. Jackie Ayers received the Charles F. Bohmann Award from the Southern College Health Association in recognition of his lifetime service and commitment to college health and the association.
- Health Support Technician Pam Holt received a Superior Accomplishment Award at the University level for initiating a hungry student care package program at the facility.

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

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The patients using the Student Health Care Center continue to represent the student population:



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College of The Arts

The College of The Arts has many academic programs in which minority enrollment is above the university averages. Recruitment efforts included:

- The presence of minority faculty, connections with HBCUs, and a commitment to stage productions focusing on themes of diversity all play a part in enhancing minority representation in College programs.
- Undergraduate programs have high percentages of minority students as a result of recruitment efforts in the arts schools in south Florida.
- The School of Theatre and Dance continues to produce plays exploring diversity-related themes. The Center for World Arts continues to promote events which bring the arts of African, Latin American and other diverse cultures to campus.

The table below indicates a number of programs in the College of The Arts in which minority enrollment is above university averages.

College of the Arts – Student Diversity Statistics – Fall 2015											
	Black Male	Black Female	HispMale	HispFemale	Asian Male	Asian Female	Indian Male	Indian Female	Total Minority	Total Program	%
Art	3	14	22	70	2	9	0	5	125	257	49%
Art Ed	1	6	4	10	0	0	0	0	21	101	21%
Art History	1	0	2	15	1	2	0	0	21	60	35%
Arts in Medicine	0	0	0	2	0	1	0	0	3	21	14%
Arts in Med Grad Certificate	0	0	0	0	0	0	0	0	0	5	0%
Dance	4	9	6	20	2	3	0	1	45	94	48%
Digital Arts&Sci	4	2	15	14	2	3	1	0	41	94	44%
Graphic Design	0	5	7	29	2	7	1	0	51	102	50%
Museology	0	0	0	0	0	0	0	1	1	15	7%
Music	6	10	24	15	13	7	2	0	77	242	32%
Music Ed	13	4	4	6	2	4	0	0	33	161	20%
Theatre	1	2	0	1	0	0	2	0	6	29	21%
Theatre Performance	2	4	15	16	2	0	0	0	39	73	53%
Theatre Production	1	1	0	2	0	0	0	0	4	15	27%
Theatre BA	2	11	8	16	1	4	0	0	42	97	43%
Visual Art Studies	0	1	2	3	0	1	0	0	7	15	47%

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Office of Undergraduate Affairs

The Center for Precollegiate Education Training

The Center for Precollegiate Education Training (UF CPET) promotes and supports the use of the facilities and faculty of the research university in the preparation and enhancement of science and technology teaching at the secondary education level. As the University of Florida “umbrella” for the articulation and transfer of science and technology to public school and community college teachers, students and the public at large, the Center for Precollegiate Education Training combines many outreach activities, providing access to University research disciplines/faculty and fostering life-long relationships between researchers, teachers and students. The Center for Precollegiate Education Training science education programs enable individualized and team-centered direct, and ultimately pervasive, public dissemination of research and knowledge through enhanced teaching. These objectives allow teachers, students, graduate students, researchers and industry stakeholders to be at the forefront of science and technology literacy, educational vision and workforce development by uniting them in laboratory-based investigations and technology-driven solutions in STEM (science, technology, engineering and mathematics) fields.

The Center for Precollegiate Education Training has recently been funded by the National Institute of Health for a Scientific Education Partnership Award entitled *Collaborating to Advance Teaching and Learning of Science Educators and Students (CATALySES)*. CATALySES proposes to build capacity and opportunities for teachers in collaborating rural and inner city schools who are well-prepared and excited to create and share interactive lessons and activities centered on emerging pathogens, an interdisciplinary topic of high importance to Florida’s health, social and economic well-being. It plans to develop teacher-leaders through biomedical research experiences; support in writing, testing and publishing innovative traditional and technology-enhanced curricula; links with pre-service teachers; and continued interactions with researchers networked with regional communities of learners and their students. Also new to this proposal, CATALySES will provide summer laboratory-based programs and research experiences for underserved high school students identified and encouraged to attend by their teachers.

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Innovation Academy

The Innovation Academy enrolls and supports academically talented students focused on developing knowledge to grow new ideas, unique opportunities, and cutting edge services and products through curricular and co-curricular experiences. The Innovation Academy has worked to increase the diversity of the student body with the following results:

IA Ethnicity	Total	%
American Indian or Alaskan Native	10	1.19
Asian (includes Indian subcontinent)	100	11.80
Black (non-Hispanic)	84	9.9
Hispanic	270	31.83
Nonresident Alien	18	2.12
Not reported by individual	0	0
White (non-Hispanic, includes Middle Eastern peoples)	366	43.16
TOTAL	848	100%
IA Gender	Total	%
Male	408	48.12
Female	440	51.88
TOTAL	848	100%

Office of Academic Support

The Office of Academic Support (OAS) provides programs and services intended to enrich the University of Florida student’s college experience. The Office of Academic Support programs and services are centered on facilitating the learning and strengthening of the academic skills necessary to achieve academic success. The vast majority of students served by OAS are enrolled in the AIM program. OAS works to encourage and support this diverse, but also disadvantaged population with programs and services that are expected to positively impact the student’s performance and overall outcome. The Office of Academic Support serves all interested University students, but has traditionally served students from disadvantaged backgrounds and who are considered underrepresented. The AIM program serves one of the most diverse student cohorts, helping the University to meet its overall mission to retain and graduate a diverse student

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population. OAS has worked to increase the diversity of the student body with the following results:

Ethnicity	Percentage
Black	45
Hispanic	32
White	14
Asian	5
Other	4

UF Honors Program

The University of Florida Honors Program provides intellectually stimulating experiences designed to create graduates that have disciplinary depth and who also have the ability to fully engage in meaningful dialog across disciplines.

The total number of honors students is 3173. The diversity breakdown was:

Category	Percentage
Male	48.53%
Female	51.47%
White	61.74%
Hispanic	11.88%
Asian	16.29%
African-American	2.46%
Indian/Pacific Islander	0.41%
Other	17.01%

McNair Scholars Program

The McNair Scholars Program prepares low-income/first generation and underrepresented minority undergraduates for the rigors of doctoral study through engagement in research and other scholarly activities. The program works to increase Ph.D. attainment and supports the pursuit of faculty and research careers by students from underrepresented segments of society. As a grant-funded program with the express goal of supporting underrepresented undergraduate students in their pursuit of graduate education, all program activities are designed to promote diversity at the graduate level and beyond. The program is mandated to serve students who are low-income/first generation in college and/or underrepresented minorities. These students are targeted in recruiting efforts by networking with other programs and offices that work with these populations (e.g.

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Multicultural and Diversity Affairs, Florida Opportunity Scholars) and reaching out to key student groups. Demographics for the 2016-2017 Cohort:

Female	16
Male	9
Black/African-American	14
Hispanic	9
White	2
Low-Income	18
First-Generation	19

University Athletic Association

The female student-athlete participation ratio is below female enrollment. The 2015-2016 female undergraduate enrollment ratio was 56% and female athletics participation ratio was 44%. The University Athletic Association hopes to improve the participation ratio. The University Athletic Association offers the maximum number of scholarships the NCAA allows for each of the sports sponsored. Resources allocated for women’s sports programs are comparable to male counterparts. Compensation packages of coaches of women’s sports are competitive when compared to Southeastern Conference counterparts, national counterparts, and, are equitable within the University Athletic Association. Disparities in coaching contract terms exist due to fair market value considerations for particular sport and experience of the coach.

Office of the University Registrar

The Office of the University Registrar is committed to diversity and inclusion. This commitment was demonstrated in several ways this past year, including but not limited to:

- Providing support to campus veterans including continually evaluating approaches to improve processes related to certification of veterans’ benefits. The University has an Office of Veterans Services that is housed in the Office of the University Registrar. The Office of the University Registrar has partnered with the U.S. Department of Veterans Affairs in the support of the Post 9/11 GI bill and other VA benefit programs.
- The Office of the University Registrar and Division of Enrollment Management executive management representative is also a founding member of a national higher education Veterans Benefits Certification Workgroup, formed to evaluate approaches to improve processes related to the certification of veteran benefits at the national level.

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Table 1. First-Time-In-College Enrollment, Fall 2015, Fall 2014, and Fall 2010

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Total	Women			
Men	36	148	4	299	595	1	1,658	107	75	2,923	UF %	AAU %	AAU 80%	Meets 80%?
Women	53	288	4	364	872	15	2,314	167	94	4,171	58.8%	50.9%	40.8%	Yes
Total	89	436	8	663	1,467	16	3,972	274	169	7,094				
Category % of Total	1.3%	6.1%	0.1%	9.3%	20.7%	0.2%	56.0%	3.9%	2.4%	100.0%				
% of Race AAU Public Fall 2013 (Total race)	8.9%	4.2%	0.2%	14.7%	11.1%	0.1%	55.3%	4.0%	1.6%					
80% of AAU Public	7.1%	3.3%	0.2%	11.8%	8.9%	0.1%	44.2%	3.2%	1.3%					
Meets 80% Rule? AAU Public	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes					

Source: IPEDS 2015-16 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students.

Table 2. Florida Community College A.A. Transfers, Fall 2015 (and Summer Continuing into Fall)

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total	Women			
Total Fall 2015	62	118	7	62	446	7	851	15	58	853	773	1,626	UF %	AAU %	AAU 80%	Meets 80%
Category % of Total	3.8%	7.3%	0.4%	3.8%	27.4%	0.4%	52.3%	0.9%	3.6%	52.5%	47.5%	100.0%	52.5%	47.9%	38.3%	Yes
% of Race AAU Public Fall 2013 (Total race)	13.2%	4.6%	0.3%	12.1%	12.9%	0.2%	50.9%	3.9%	1.9%	47.9%	52.1%					
80% of AAU Public	10.6%	3.7%	0.3%	9.7%	10.3%	0.2%	40.7%	3.1%	1.5%	38.3%	41.7%					
Meets 80% Rule? AAU Public	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes					

Source: IPEDS 2015-16 Part A, Fall enrollment by race, ethnicity, and sex. Column 2, Transfer-In. Includes UF

Cohort	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Category % of Total	63	360	6	601	1,305	8	3,765	205	170	3,803	2,680	6483
After 1 year	1.0%	5.6%	0.1%	9.3%	20.1%	0.1%	58.1%	3.2%	2.6%	58.7%	41.3%	100.0%
Retention Rate	54	345	5	580	1,249	7	3,606	194	165	3,670	2,535	6,205
	85.7%	95.8%	83.3%	96.5%	95.7%	87.5%	95.8%	94.6%	97.1%	96.5%	94.6%	95.7%
Meets 80% Rule of Overall Retention?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	76.6%
Meets 80% Rule of Majority Population (W) Retention Rate?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	76.6%

Source: Local File - for analysis, IPEDS does not have a report by institution for retention by race/gender

Cohort	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Category % of Total	36	638	15	500	1,063	66	3,578	169	192	3,731	2,526	6,257
After 6 years	0.6%	10.2%	0.2%	8.0%	17.0%	1.1%	57.2%	2.7%	3.1%	59.6%	40.4%	100.0%
Number of Graduates	28	517	8	436	920	63	3,138	147	175	3,327	2,105	5,432
Percent Graduated	77.8%	81.0%	53.3%	87.2%	86.5%	95.5%	87.7%	87.0%	91.1%	89.2%	83.3%	86.8%
Top AAU Public Inst. (Exhibit 1)	89%	96%	100%	96%	96%	100%	95%	93%	100%	96%	92%	80%
80% of Top Ranked AAU Public Inst in Race/Gender Category	71%	77%	80%	77%	77%	80%	76%	74%	80%	77%	74%	64%
Meets 80% Rule of Top AAU Public Inst.?	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Category % Graduated	0.5%	9.5%	0.1%	8.0%	16.9%	1.2%	57.8%	2.7%	3.2%	61.2%	38.8%	100.0%
Number Retained												0
Percent Retained	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Category % Retained	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: IPEDS Graduation Rates 2015-16 Report (2009 cohort), by race/ethnicity, and gender. Includes full-time,

Table 5. Bachelor's Degrees Awarded, AY 2014- 2015

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Total
Men	63	208	12	247	663	31	2,134	91	127	3,576
Women	56	408	14	293	936	70	2,751	122	167	4,817
Total	119	616	26	540	1,599	101	4,885	213	294	8,393
Category % of Total	1.4%	7.3%	0.3%	6.4%	19.1%	1.2%	58.2%	2.5%	3.5%	100.0%
AAU Percents	8.0%	4.0%	0.2%	13.9%	9.2%	0.2%	59.1%	3.2%	2.0%	
80% of AAU	6.4%	3.2%	0.2%	11.2%	7.4%	0.1%	47.3%	2.6%	1.6%	
Meets 80% Rule of AAU Public Inst.?	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	

Women			
UF %	AAU %	AAU 80%	Meets 80%?
57.4%	51.3%	41.0%	Yes

Source: IPEDS Completions 2015-16 report (degrees awarded AY 2014-15), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

Table 6. Master's Degrees Awarded, AY 2014-2015

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Total
Men	560	55	3	74	171	4	892	14	93	1,866
Women	384	99	7	73	155	2	937	23	84	1,764
Total	944	154	10	147	326	6	1,829	37	177	3,630
Category % of Total	26.0%	4.2%	0.3%	4.0%	9.0%	0.2%	50.4%	1.0%	4.9%	100.0%
AAU Percents	26.6%	3.7%	0.2%	7.5%	5.4%	0.1%	50.5%	2.0%	3.9%	
80% of AAU	21.3%	3.0%	0.2%	6.0%	4.4%	0.1%	40.4%	1.6%	3.1%	
Meets 80% Rule of AAU Public Inst.?	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	

Women			
UF %	AAU %	AAU 80%	Meets 80%?
48.6%	50.2%	40.2%	Yes

Source: IPEDS Completions 2015-16 report (degrees awarded AY 2014-15), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

Table 7. Doctoral Degrees Awarded, AY 2014-2015

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Total
Men	194	14	1	14	24	0	171	2	16	436
Women	102	14	0	14	18	0	153	4	12	317
Total	296	28	1	28	42	0	324	6	28	753
Category % of Total	39.3%	3.7%	0.1%	3.7%	5.6%	N/A	43.0%	0.8%	3.7%	100.0%
AAU Percents	33.0%	2.8%	0.3%	6.2%	4.4%	0.1%	46.5%	0.9%	5.9%	
80% of AAU	26.4%	2.2%	0.2%	4.9%	3.5%	0.1%	37.2%	0.8%	4.7%	
Meets 80% Rule of AAU Public Inst.?	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	

Women			
UF %	AAU %	AAU 80%	Meets 80%?
42.1%	44.6%	35.7%	Yes

Source: IPEDS Completions 2015-16 report (degrees awarded AY 2014-15), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Table 8. First Professional Degrees Awarded, AY 2014-2015

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Total
Men	12	27	8	57	66	2	285	1	34	492
Women	25	45	5	73	88	0	377	5	27	645
Total	37	72	13	130	154	2	662	6	61	1,137
Category % of Total	3.3%	6.3%	1.1%	11.4%	13.5%	0.2%	58.2%	0.5%	5.4%	100.0%
AAU Percents	2.3%	4.1%	0.5%	14.4%	6.1%	0.1%	63.1%	2.3%	7.1%	
80% of AAU	1.8%	3.3%	0.4%	11.5%	4.9%	0.1%	50.5%	1.8%	5.7%	
Meets 80% Rule of AAU Public Inst.?	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	

Women			
UF %	AAU %	AAU 80%	Meets 80%?
56.7%	53.8%	43.0%	Yes

Source: IPEDS Completions 2015-16 report (degrees awarded AY 2014-15), GRAND TOTAL BY FIRST MAJOR, First professional degrees. Chart for 99.0000, all disciplines.

Table 1. Sex Equity in Athletics Update		
Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	Currently, the University sponsors every men's and all but one women's sport that is sponsored by the Southeastern Conference. In addition, the University Athletic Association added Women's Lacrosse in the 2009-2010 academic year. This assessment is equitable.	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	The female student-athlete participation ratio is below that of female students generally. The 2015-2016 female undergraduate enrollment ratio was approximately 56% and the female athletics participation ratio was approximately 44%.	√
3. Availability of facilities, defined as locker room, practice, and competitive facilities	<p>The Stephen C. O'Connell Center is currently undergoing a \$64.5 million renovation. Demolition of the existing building started in March 2016. The renovation will bring new locker room space, lounge areas, and a shared media room for the women's basketball and volleyball programs that is comparable to that of the men's basketball program. The gymnastics program will also receive a renovated locker room, lounge area, and media room, as well as a massage room since the O'Connell Center is their home facility. These areas will now be on the main concourse level adjacent to the offices and practice facility instead of being split on two levels.</p> <p>The Otis Hawkins Center for Academic and Personal Excellence is nearing completion of phase I and staff will start moving in to the new portion in early June 2016. The building will be used starting with New Student Orientation for Summer B. The Nutrition offices, Fuel Bar, Auditorium, Mental Health and Wellness suite, advising offices, computer labs, and a portion of the study rooms/tutoring spaces will be fully up and running. The remaining study rooms/tutoring spaces will be part of the phase II renovation set for a December 2016 completion. The research space will be used as swing space to accommodate the Liberal Arts and Sciences academic advisors through the completion of phase</p>	
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 are comparable to that of their male counterparts. As evidenced by the recruiting budgets and the current rosters of the women's teams, coaches are provided the resources necessary to recruit players globally. This assessment is equitable.	
e) comparable coaching	Coaches of women's sports teams are compensated equitably when compared to their Southeastern Conference and national counterparts. Differences in pay between coaches of male sports teams and women's sports teams exist due to the fair market considerations for the particular sport and the experience of the coach. This assessment is equitable.	

<p>f) publicity and promotion</p>	<p>A review of the expenditures confirms publicity and other promotional devices are provided in a fair and equitable manner. An overview of the marketing and promotions items demonstrates the quality and quantity are comparable to that of men’s teams. Every sport is assigned a Communications contact and Marketing contact and provided a poster, schedule card, releases, press opportunities, dedicated pages on FloridaGators.com, a social media presence, a marketing & promotions plan and communications/PR plan specific to their sport. The University Athletic Association has directed efforts to increase exposure and promotions of women’s sports through television, radio, and online broadcasts. The SEC Network, a collaboration between the Southeastern Conference and ESPN, provides unprecedented live television and streaming video coverage for SEC women’s sports. The network includes live coverage of women’s basketball, softball, gymnastics, soccer, volleyball, swimming & diving and track & field on the ESPN family of networks, and provides coverage of SEC Championships and tournaments for women’s basketball, softball, gymnastics, soccer, swimming & diving, track & field, tennis and golf. Lacrosse is a member of the BIG EAST, appearing on their digital outlets, with video and audio of all home games streamed online as well. Live radio broadcasts are available for every women’s basketball, softball, soccer and volleyball event (home and away). A new program, Eye on the Gators, debuted in 2015-16 on the television network FOX Sports Sun, with 30-minute episodes dedicated to the volleyball, women’s basketball, gymnastics, lacrosse, and softball programs. The GatorVision video department provides regular coverage of every women’s sport on multiple media platforms as well.</p>	
	<p>The UAA Communications and Marketing Departments have significantly expanded its reach through the utilization of social media sites such as Facebook, Twitter, Instagram, and YouTube. Through the University of Florida Athletics accounts, the UAA Communications department can update fans on news, upcoming Gator events and promotions, as well as information about purchasing tickets. This assessment is equitable. The Gators’ Facebook page is one of the most followed among the nation’s collegiate athletic programs, with more than 1.6 million “likes”. FloridaGators.com is visited 17.8 million times annually by over 6.6 million used across the U.S. and abroad.</p>	
<p>g) other support costs</p>	<p>There is consistent sentiment among coaches and staff that administrative, secretarial, clerical and office space support are excellent and equal to that provided to the men’s sports. This assessment is equitable.</p>	

6. Provision of equipment and supplies	The University Athletic Association is committed to providing top quality state-of-the-art equipment and all supplies necessary to equitably accommodate all sports. A review of expenditures confirms equipment and supplies are provided in a fair and equitable manner. Information to this effect was also reported by coaches and student-athletes in Mid-Year Evaluations 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 Otis Hawkins Center for Academic and Personal Excellence. The consensus is tutors are made available when needed and academic advisors work closely with each student-athlete to ensure success in addressing academic responsibilities. These responses reflected an increase in satisfaction over time. Additionally, tutors are not assigned to a particular team nor employed by a particular sport, but are all selected, trained, and assigned by the Otis Hawkins Center for Academic and Personal Excellence to ensure skilled tutors are available to all student-athletes equitably. 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, national 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 a tutor pay rate would change is if he/she reached a different bracket for level of education (i.e. bachelor's to master's) and if their expertise is in a specialized field. Some tutors are much harder to find in specific areas of study. The University Athletic Association does not give merit base increases for tutors. It is against policy since tutors are classified under OPS. This assessment is equitable.	

<p>10. Medical and training services</p>	<p>The University Athletic Association employs 24 full-time nationally certified and state licensed athletic trainers. 14 full-time athletic trainers and 7 intern athletic trainers provide medical care for the student-athletes. Each sport is assigned an athletic trainer, and men's and women's teams have equal access to certified athletic trainers. In addition, five primary care sports medicine physicians, two primary care sports medicine fellows and two orthopedic surgeons provide care to all student-athletes and teams. In addition to athletic trainers and physicians, the University Athletic Association employs three licensed registered dieticians and two sports nutrition interns. All sports have equal access to nutrition services. The University Athletic Association has the part time usage of four full-time licensed mental health counselors. Lastly, the University Athletic Association has four primary athletic training rooms to ensure all student-athletes have timely access to medical services provided by athletic trainers and physicians. Each athletic training room accommodates both male and female student-athletes. Satellite athletic training facilities are also available at practice and/or competition locations for softball, women's soccer, women's gymnastics, men's and women's swimming & diving, football, men's and women's basketball, women's volleyball, men's and women's tennis and women's lacrosse for use during practice and/or competition. This assessment is equitable.</p>	
<p>11. Housing and dining facilities and services</p>	<p>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 allotments are made by the University Housing and Residence Education. Resident hall assignments are made by the Otis Hawkins Center for Academic and Personal Excellence staff and coaching staff to ensure student-athlete integration into the general student population as well as interaction with student-athletes from other teams. This assessment is equitable.</p>	

Table 2. Sex Equity in Athletics - Areas for Improvement		
Areas for improvement	Program for improvement	Timetable
A. Improve female participation rates	The female student-athlete participation ratio is below that of female enrollment. The 2015-2016 female undergraduate enrollment ratio was approximately 56% and female athletics participation ratio was approximately 44%.	The University Athletic Association will try to improve this participation ratio within the next three years.

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

- Accomodation of Interests and Abilities
- Substantial Proportionality
- History and Practice of Expansion of Sports

Table 1. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015	1	45	0	189	86	0	1,195	16	2	396	1,138	1,534
Number, Fall 2014	0	48	1	191	83	0	1,221	15	1	398	1,162	1,560
Percentage Change From Fall 2014 to 2015	N/A	-6.3%	-100.0%	-1.0%	3.6%	N/A	-2.1%	6.7%	100.0%	-0.5%	-2.1%	-1.7%
Number, Fall 2010	0	49	0	157	72	0	1,318	10	6	413	1,199	1,612
Percentage Change From Fall 2010 to 2015	N/A	-8%	N/A	20%	19%	N/A	-9%	60%	-67%	-4%	-5%	-4.8%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. Includes UF Main and UF Online.

IPEDS Human Resource 2014-15 and 2015-16, full-time instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

IPEDS Human Resource 2010-11 does not provide instructional faculty split out from research and public service by tenure-type or race/ethnicity. Figures were generated using internal IPEDS code. Self-reported changes in race/ethnicity categories also occurred in 2010.

Table 2. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015	43	14	0	72	31	0	276	9	3	183	265	448
Number, Fall 2014	24	11	0	74	25	1	255	9	2	155	246	401
Percentage Change From Fall 2014 to 2015	79.2%	27.3%	N/A	-2.7%	24.0%	-100.0%	8.2%	0.0%	50.0%	18.1%	7.7%	11.7%
Number, Fall 2010	1	30	1	107	44	1	367	9	9	210	359	569
Percentage Change From Fall 2010 to 2015	4200%	-53%	-100%	-33%	-30%	-100%	-25%	0%	-67%	-13%	-26%	-21.3%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. Includes UF Main and UF Online.

IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

IPEDS Human Resource 2010-11 does not provide instructional faculty split out from research and public service by tenure-type or race/ethnicity. Figures were generated using internal IPEDS code. Self-reported changes in race/ethnicity categories also occurred in 2010.

Table 3. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015	24	31	1	41	33	2	351	3	7	273	220	493
Number, Fall 2014	21	24	2	43	25	0	393	3	5	291	225	516
Percentage Change From Fall 2014 to 2015	14.3%	29.2%	-50.0%	-4.7%	32.0%	N/A	-10.7%	0.0%	40.0%	-6.2%	-2.2%	-4.5%
Number, Fall 2010	7	26	3	42	30	0	380	3	6	252	245	497
Percentage Change From Fall 2010 to 2015	243%	19%	-67%	-2%	10%	N/A	-8%	0%	17%	8%	-10%	-0.8%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. Includes UF Main and UF Online.

IPEDS Human Resource 2014-15 and 2015-16, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

IPEDS Human Resource 2010-11 does not provide instructional faculty split out from research and public service by tenure-type or race/ethnicity. Figures were generated using internal IPEDS code. Self-reported changes in race/ethnicity categories also occurred in 2010.

Table 4. Category Representation – Executive/Administrative/Managerial												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2015	1	53	1	23	44	0	755	12	4	445	448	893
Number, Fall 2014	0	62	2	23	31	0	734	11	3	442	424	866
Percentage Change From Fall 2014 to 2015	N/A	-14.5%	-50.0%	0.0%	41.9%	N/A	2.9%	9.1%	33.3%	0.7%	5.7%	3.1%
Number, Fall 2010	0	36	0	17	15	0	542	9	7	301	325	626
Percentage Change From Fall 2010 to 2015	N/A	47%	N/A	35%	193%	N/A	39%	33%	-43%	48%	38%	42.7%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS 2010 Fall Staff, IPEDS Human Resources 2014 and IPEDS Human Resources 2015 Preliminary Data. Includes UF Main and UF Online.

IPEDS Human Resource 2014-15 and 2015-16, full-time management occupations.

IPEDS Human Resource 2014-15 and 2015-16 aligned with 2010 Standard Occupational Category (SOC) System.

**Florida Equity Report
University of Florida
2015 - 2016**

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2016 Report	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2015
Continue to expand the services of the Office of Veterans Services	The Division of Enrollment Management executive representative is also a founding member of a national higher education Veterans Benefits Certification Workgroup.
Increase Graduate School enrollment of minority students.	The number of newly enrolled minority graduate students increased by 3%.

Areas of Improvement Pertaining to Gender Equity in Athletics Identified in 2015 Report	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, 2015
Increase the female participation ratio.	The University Athletic Association (UAA) sponsors every men's and all but one women's sport that is sponsored by the Southeastern Conference. UAA provide the maximum number of scholarships the NCAA allows for each of the men's and women's sports sponsored.

Areas for Improvement Pertaining to Employment Identified in 2015 Report	Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2015
Broaden diversity with preeminence hires.	

Table 1. Protected-Class Representation in the Tenure Process, 2014-15

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	4				4
Black or African American	1				1
Hispanic	2				2
Native Hawaiian/Other Pacific					
Two or More Races					
White	27	4			23
Other, Not Reported	1	1			
Total Male (Include Other, Not Reported)	35	5	0	0	30
FEMALES					
American Indian or Alaskan Native					
Asian	2				2
Black or African American					
Hispanic	3				3
Native Hawaiian/Other Pacific					
Two or More Races					
White	14	3			11
Other, Not Reported	4				4
Total Female (Number and Percent) (Include Other, Not Reported)	23	3	0	0	20
	39.7%	37.5%	0.0%	0.0%	40.0%
GRAND TOTAL	58	8	0	0	50

LEGEND:

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

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

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

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

Table 1: Promotion and Tenure Committee Composition, AY 2014-15

Type of Committee	Black or African American		American Indian/Alaska n Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
College of Agricultural & Life Sciences																		
Ag Ed And Communication	0	0	0	0	0	0	0	0	0	1	0	0	5	2	0	0	5	3
Agricul / Biological Eng	0	0	0	0	4	1	0	0	1	0	0	0	9	2	0	0	14	3
Agronomy	0	0	0	0	1	0	0	0	0	0	0	0	6	1	0	0	7	1
Animal Sciences	2	1	0	0	0	0	0	0	1	0	0	0	10	2	0	0	13	3
County Operations	8	8	1	0	0	0	0	0	3	1	0	0	64	106	0	2	76	117
Dean For Academic Programs	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Entomology And Nematology	1	0	0	0	0	0	0	0	0	0	0	0	14	4	0	0	15	4
Environmental Horticulture	0	0	0	0	0	0	0	0	1	0	0	0	8	3	0	0	9	3
Fam Youth / Comm Sci	0	0	0	0	0	1	0	0	0	0	0	0	7	7	0	0	7	8
Food / Resources Economics	0	0	0	0	1	0	0	0	0	1	0	0	8	1	0	0	9	2
Food Science / Human Nutr	0	0	0	0	1	0	0	0	0	0	0	0	8	7	0	0	9	7
Horticultural Sciences	0	1	0	0	1	1	0	0	2	0	0	0	10	5	0	0	13	7
Microbiology / Cell Sci	2	0	0	0	3	0	0	0	1	1	0	0	8	3	0	0	14	4
Other IFAS	1	3	0	0	9	0	0	0	4	3	0	0	76	21	0	0	90	27
Plant Pathology	0	0	0	0	1	0	0	0	0	0	0	0	5	3	0	0	6	3
Schl-Forest Res / Conserv	0	0	0	0	2	0	0	0	3	0	0	0	22	5	0	0	27	5
Snre-Academic Programs	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Soil And Water Science	1	0	0	0	2	1	0	0	0	0	0	0	8	2	0	0	11	3
Wildlife Ecology / Conserv	0	0	0	0	1	0	0	0	1	0	0	0	9	4	0	0	11	4
College of Agricultural & Life Sciences Total	15	13	1	0	26	4	0	0	17	7	0	0	280	179	0	2	339	205

College of Business Administration

Finance	0	0	0	0	1	0	0	0	1	0	0	0	9	0	0	0	11	0
Fisher School Of Accounting	1	0	0	0	0	1	0	0	0	0	0	0	3	1	0	0	4	2
Info Sys & Operations Mgt	0	0	0	0	6	0	0	0	0	0	0	0	1	1	0	0	7	1
Management	1	0	0	0	1	1	0	0	0	0	0	0	3	2	0	0	5	3
Marketing	0	0	0	0	1	1	0	0	0	0	0	0	6	0	0	0	7	1
Office Of The Dean	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
College of Business Administration (Warrington) Total	2	0	0	0	9	3	3	3	1	0	0	0	24	5	0	0	36	8

College of Dentistry

Commity Based Programs	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	4	1
Dean's Office	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Endodontics	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Oral Biology	0	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0	3	2
Oral Diagnostic Sciences	0	0	0	0	2	1	0	0	0	0	0	0	2	1	0	0	4	2
Orthodontics	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	6	0
Osds	0	0	0	0	0	0	0	0	1	0	0	0	4	0	0	0	5	0
Pediatric Dentistry	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	4	0
Periodontics	0	0	0	0	1	0	0	0	0	1	0	0	1	3	0	0	2	4
Restorative Dental Sciences	0	0	0	0	1	1	0	0	0	2	0	0	4	1	0	0	5	4
College of Dentistry Total	0	0	0	0	5	2	2	2	2	4	0	0	28	9	0	0	35	15

College of Design, Construction & Planning

Dean's Office	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Interior Design	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	1	2
Landscape Architecture	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	2
Rinker Sch Of Bldg Constr	0	1	0	0	1	0	0	0	1	0	0	0	7	1	0	0	9	2
School Of Architecture	1	0	0	0	1	0	0	0	1	1	1	0	8	3	0	0	12	4
Urban Regional / Planning	0	0	0	0	1	0	0	0	0	0	0	0	2	3	0	0	3	3
College of Design, Construction & Planning Total	1	1	0	0	3	1	1	1	2	2	1	0	20	10	0	0	27	14

College of Education

Dn Office	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Office Of Evaluation / Res	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Pk Yonge Dev Research Schl	1	0	0	0	0	1	0	0	0	2	0	0	11	15	0	0	12	18
Shdose-Schl Of Hum Dev&org	1	0	0	0	0	0	0	0	1	0	0	0	5	5	0	0	7	5
Sped Special Education	0	1	0	0	0	0	0	0	0	0	0	0	5	11	0	0	5	12
Stl Schl-Teach / Learn	0	1	0	0	1	1	0	0	0	0	1	0	4	12	0	0	6	14
Student Services	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
College of Education Total	2	3	0	0	1	2	2	2	1	2	1	0	27	44	0	0	32	51

College of Engineering

Biomedical Engineering	0	0	0	0	2	0	0	0	1	0	0	0	7	2	0	0	10	2
Chemical Engineering	0	0	0	0	7	0	0	0	1	0	0	0	10	0	0	0	18	0
Computer / Info Sci & Eng	0	0	0	0	10	2	0	0	1	0	1	0	14	1	0	0	26	3
Electrical / Computer Eng	0	1	0	0	13	1	0	0	4	1	0	0	19	1	0	0	36	4
Eng Sch Sustain Infrst Env	3	0	0	0	5	2	0	0	2	0	0	0	23	0	0	0	33	2
Engineering Administration	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	1	3
Industrial / Systems Eng	0	0	0	0	4	0	0	0	0	0	0	0	6	1	0	0	10	1
Materials Sci Engineering	0	1	0	0	4	0	0	0	1	0	0	0	12	2	0	0	17	3
Mechanical / Aerospace Eng	2	0	0	0	15	2	0	0	0	0	0	0	20	2	0	0	37	4

College of Engineering Total

5	2	0	0	60	7	7	7	10	1	1	0	112	12	0	0	188	22
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College of Health & Human Performance

Applied Physio/Kinesiology	0	0	1	0	0	0	0	0	0	0	0	0	9	0	0	0	10	0
Health Education Behavior	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	3
Hhp Dean's Office	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
Tourism / Rec / Sports Mgmt	0	1	0	0	2	0	0	0	1	0	0	0	3	3	0	0	6	4

College of Health & Human Performance Total

0	2	1	0	2	0	0	0	1	0	0	0	15	5	0	0	19	7
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College of Journalism & Communications

Advertising	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	3
Journalism	0	1	0	0	1	0	0	0	0	0	0	0	7	4	0	0	8	5
Journalism/Communica-Dean	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	2
Public Relations	0	0	0	0	0	1	0	0	1	0	0	0	0	2	0	0	1	3
Telecommunications	0	0	0	0	0	1	0	0	1	0	1	0	4	2	0	0	6	3

College of Journalism & Communications Total

0	2	0	0	1	2	2	2	2	0	1	0	14	12	0	0	18	16
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College of Law

Deans Office	3	2	0	0	0	0	0	0	2	1	1	1	21	12	0	0	27	16
Governmental Responsibility	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Legal Information Ctr	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2

College of Law Total

3	2	0	0	0	0	0	0	0	2	1	1	1	23	14	0	0	29	18
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College of Liberal Art & Sciences

Center-Latin Amer Studies	0	0	0	0	0	0	0	0	0	1	0	0	2	2	0	0	2	3
African American Studies	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
African Studies Program	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Anthropology	1	1	0	0	1	0	0	0	1	0	1	0	11	4	0	0	15	5
Astronomy	0	0	0	0	1	0	0	0	3	0	1	0	3	2	0	0	8	2
Bebr Main Bureau	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Biology	0	1	0	0	2	0	0	0	0	0	1	0	11	5	0	0	14	6
Chemistry	0	0	0	0	2	0	0	0	1	1	0	0	19	4	0	0	22	5
Cla/S Academic Advising	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Classics	0	1	0	0	0	0	0	0	0	1	0	0	3	2	0	0	3	4
Deans Office	0	0	0	0	0	0	0	0	0	1	0	0	4	0	0	0	4	1
Economics	0	0	0	0	1	0	0	0	0	0	0	0	10	0	0	0	11	0
English	2	1	0	0	0	1	0	0	1	0	0	0	17	12	0	0	20	14
European Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Geography	0	1	0	0	0	0	0	0	0	0	0	0	5	4	0	0	5	5
Geology	0	0	0	0	0	0	0	0	0	0	0	0	12	2	0	0	12	2
History	0	0	0	0	0	0	0	0	1	2	0	0	14	10	0	0	15	12
Humanities-Public Sphere	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Jewish Studies	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
Language Literature&culture	2	0	0	0	1	3	0	0	0	0	1	0	7	13	0	0	11	16
Linguistics	0	0	0	0	0	1	0	0	0	0	0	0	1	6	0	0	1	7
Mathematics	0	0	0	0	5	1	0	0	1	0	0	0	27	2	0	0	33	3
Philosophy	0	0	0	0	1	0	0	0	0	0	0	0	7	0	0	0	8	0
Physics	0	0	0	0	6	1	0	0	1	0	0	0	29	2	0	0	36	3
Political Science	0	0	0	0	0	0	0	0	0	0	0	0	17	6	0	1	17	7
Psychology	0	0	0	0	1	0	0	0	0	0	0	0	11	5	0	0	12	5
Religion	0	0	0	0	1	1	0	0	1	0	0	0	5	2	0	0	7	3
Sociology/Criminology&law	0	0	0	0	0	0	0	0	0	0	0	0	10	10	0	0	10	10
Spanish&portuguese Studies	0	0	0	0	0	0	0	0	3	0	0	0	1	4	0	0	4	4
Statistics	0	0	0	0	1	0	0	0	0	0	0	0	4	0	0	0	5	0
Womens Studies	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3
College of Liberal Art & Sciences Total	5	6	0	0	23	9	9	9	13	6	4	0	237	101	0	1	282	123

College of Medicine

Aging / Geriatric Research	0	0	0	0	0	0	0	0	1	0	0	0	5	0	0	0	6	0
Anatomy	0	0	0	0	2	0	0	0	0	0	0	0	5	0	0	0	7	0
Anesthesiology	0	0	0	0	2	0	0	0	0	0	0	0	11	4	0	0	13	4
Biochem / Molecular Biol	0	1	0	0	3	0	0	0	0	0	0	0	11	3	0	0	14	4
Com Dean's Office	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0
Com Jacksonville	2	0	0	0	3	1	0	0	2	0	1	0	27	3	0	0	35	4
Community Hlth / Family Med	0	0	0	0	1	0	0	0	0	0	0	0	7	0	0	0	8	0
Dermatology	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Genetics Institute	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Health Outcomes And Policy	0	0	0	0	0	0	0	0	0	1	0	0	3	2	0	0	3	3
Medicine	0	0	0	0	1	0	0	0	3	0	1	0	29	4	0	0	34	4
Molecular Gentcs / Microbio	0	0	0	0	3	0	0	0	0	0	0	1	13	2	0	0	16	3
Neurological Surgery	0	0	0	0	1	0	0	0	0	0	0	0	5	0	0	0	6	0
Neurology	0	0	0	0	3	0	0	0	0	0	0	0	5	1	0	0	8	1
Neuroscience	0	0	0	0	0	1	0	0	0	0	0	0	8	4	0	0	8	5
Obstetrics / Gynecology	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	4	1
Ophthalmology	0	0	0	0	0	1	0	0	0	0	0	0	3	0	0	0	3	1
Orthopaedics / Rehab	0	0	0	0	0	0	0	0	0	0	0	0	8	1	0	0	8	1
Otolaryngology	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
Pathology	0	0	0	0	2	1	0	0	1	0	0	0	10	3	0	0	13	4
Pediatrics	0	0	0	0	1	0	0	0	2	0	0	0	23	3	0	0	26	3
Pharmacology / Therapeutics	0	0	0	0	0	0	0	0	0	0	0	0	7	1	1	0	8	1
Physiology Functional Genom	0	0	0	0	2	1	0	0	1	0	0	0	5	2	0	0	8	3
Psychiatry	0	0	0	0	1	0	0	0	0	0	0	0	7	2	0	0	8	2
Radiation Oncology	0	0	0	0	2	0	0	0	0	0	0	0	7	1	0	0	9	1
Radiology	0	0	0	0	0	0	0	0	0	1	0	0	8	3	0	0	8	4
School Of Pa Studies	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Surgery	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0	16	0
Urology	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	0
College of Medicine Total	2	1	0	0	28	5	0	0	11	2	2	1	236	40	1	0	280	49
College of Nursing																		
Biobehavioral Nur Sci	0	0	0	0	0	1	0	0	0	0	0	0	1	2	0	0	1	3
Famly Comm Hlth Sys Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Hlth Care Environm / Syst	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	3
Office Of The Dean	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
College of Nursing Total	0	0	0	0	0	1	1	1	0	1	0	0	1	7	0	0	1	9

College of Pharmacy																		
Medicinal Chemistry	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Office Of The Dean	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Pharm Outcomes & Policy	0	1	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	3
Pharmaceutics	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	3	0
Pharmacodynamics	0	0	0	0	1	0	0	0	0	0	0	0	3	2	0	0	4	2
Pharmtherapy Trnsl Rsch	0	0	0	0	0	1	0	0	0	0	0	0	5	2	0	0	5	3
College of Pharmacy Total	0	1	0	0	2	1	1	1	0	0	1	0	15	8	0	0	18	10
College of Public Health & Health Professions																		
Clinical / Hlth Psychology	0	0	0	0	0	0	0	0	0	0	1	0	6	4	0	0	7	4
Environmental Global Hlth	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Health Services Admin	0	1	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	1
Occupational Therapy	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Office Of The Dean	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Physical Therapy	0	0	0	0	0	0	0	0	0	0	0	0	5	3	0	0	5	3
Slp Lang & Hearing Sci	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	0	3	3
Com Biostatistics	0	0	0	0	3	0	0	0	0	0	0	0	1	1	0	0	4	1
Com Epidemiology	0	0	0	0	1	0	0	0	0	0	0	0	2	1	0	0	3	1
College of Public Health & Health Professions Total	0	1	0	0	4	0	0	0	0	0	1	0	22	14	0	0	27	15
College of the Arts																		
Art	0	0	0	0	1	0	0	0	1	0	0	0	8	10	0	0	10	10
Dean's Office	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Music	1	0	0	0	0	0	0	0	3	0	0	0	19	7	0	0	23	7
Theatre	1	0	0	0	0	1	0	0	1	0	0	0	8	3	0	0	10	4
Digital World	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
College of the Arts Total	2	0	0	0	1	1	1	1	5	0	0	0	37	21	0	0	45	22
College of Veterinary Medicine																		
Dean' S Office	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Infect Diseases & Pathology	1	0	0	0	0	1	0	0	0	0	0	0	7	2	0	0	8	3
Large Animal Clinical Sciences	0	0	0	0	2	0	0	0	2	1	0	0	6	2	0	0	10	3
Physiological Sciences	0	0	0	0	0	0	0	0	0	0	0	0	6	2	0	0	6	2
Small Animal Clinical Sciences	0	0	0	0	0	0	0	0	1	1	0	0	8	3	0	0	9	4
College of Veterinary Medicine Total	1	0	0	0	2	1	1	1	3	2	0	0	29	10	0	0	35	13

Florida Museum of Natural History

Director's Office	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Natural History	0	0	0	0	0	0	0	0	0	0	0	0	0	15	5	0	0	15	5
Florida Museum of Natural History Total	0	0	0	0	0	0	0	0	0	0	0	0	0	16	5	0	0	16	5
Libraries																			
Access Services Department	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Acquisitions / Licensing	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Cataloging & Metadata	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2	0	0	1	3
Digital Library Center	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Director Of Libraries	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
Government Documents	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Hsc Library	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3	0	0	0	4
Humanities / Social Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	4	8	0	0	4	8
Marston Science Library	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	0	0	1	5
Spec / Area Studies Collect	0	0	0	0	1	0	0	0	0	0	0	0	0	5	3	0	0	6	3
Libraries Total	0	0	0	0	1	1	1	1	0	1	0	0	0	14	26	0	0	15	28
Grand Total	38	34	2	0	168	40	31	31	70	29	13	2	1,150	522	1	3	1,442	630	

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

Florida Educational Equity Act Report
University of Florida
Equity Accountability Program Budget Incentive Plan
FY 2015-2016

This spring, the Provost's Office partnered with UF Training & Organizational Development and Human Resources Recruitment and Staffing to create an online faculty search committee tutorial. This tutorial, PVO 800, is an important piece of UF's plan for developing faculty diversity at the University. It is an online training module covering all aspects of the hiring process, with particular emphasis on searching for, recruiting, hiring, and retaining a diverse population of faculty. It replaces an earlier tutorial that had become outdated. Since early 2011, all search committee chairs have been required to complete the search tutorial, and all search committee members must also have completed the tutorial within previous years. The tutorial is aimed at teaching search committees how to engage in a viable outreach process, create a welcoming environment for new faculty, and develop retention plans for new hires. The goal is to engage proactive searches using recruitment outreach activities which increase opportunities for building a diverse faculty. A record is kept of those who have taken the tutorial. As of April 6, 2016 at least 868 individuals have completed the 2011 tutorial; the new tutorial goes online in April 2016.

The Provost's Office includes faculty recruitment and career enhancement funds in its budget. These funds support departments and colleges in faculty recruitment and retention efforts, in particular those that enhance diversity. Dual Career funds provide support for the hiring of the spouse/partner of a faculty member, if that spouse/partner is eligible for a faculty position at the University. These funds are replenished each year as initial hiring packages are fulfilled and cycled off to permanent department or college funds. Use of these funds is assessed on a case-by-case basis as resources are available. For fiscal year 2015-2016 up to April 2016, the Provost's Office received 9 requests for assistance with dual career hires, resulting in 8 signed support agreements for hires or retention. These Dual Career arrangements are usually three-year contracts for salary support, shared one third each by the department of original hire, the department of partner hire and the Academic Affairs / Provost's Office. The total number of active agreements for FY2015-2016 is 12 continuing and 8 new for FY 2015-2016. One million dollars was budgeted in the Academic Affairs Office for 2015-2016 of which expenditures were \$923,684.

Florida Educational Equity Act Report
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The search and waiver process allows for waivers of a full national search when a candidate's qualifications and anticipated contributions to the University community not only satisfy the usual academic and intellectual standards in a discipline of need or interest to the institution, but also are expected to uniquely or especially advance the University's priority mission-driven goals. Such a hiring waiver is applicable when, regardless of the candidate's own race or gender, s/he has a record of including (in research, teaching, etc.) a broad diversity of people; breaking down barriers for colleagues or students; working, teaching or learning with others who are different than self in key ways; providing opportunities for students and/or colleagues to gain experience working in a multi-cultural, multi- perspective setting.

**Florida Educational Equity Act Report
University of Florida
President's Evaluation Process and Results
FY 2015-2016**

The President's annual review includes, among other metrics, the measurement of success in pursuing the long-range goal of increasing faculty diversity (as used, broadly defined) and expanding diversity of the student body by increasing the diversity of the entering freshman class. This goal is important to achieving the University of Florida's educational mission. A broadly diverse learning and research environment is critical to provide students, faculty and staff with the experience required for excellence in education and/or developing the ability to live, work and contribute to a global and broadly diverse world.

Data on enrollment, gender equity in athletics, and employment for the 2015-2016 reporting period has been analyzed and validated by the Office of Institutional Equity & Diversity in conjunction with the Office of Institutional Planning and Research (See exhibits).

A review of University-wide diversity progress has been conducted. Highlights have been extracted from the Florida Educational Equity Act Report to complete this section. The following statements and statistical information reflect well on the University's equity progress. Top-level administrators and specific reporting units have appropriately addressed the President's Strategic Work Plan for diversity.

1. **Program Area: Undergraduate Students**

- a) UF graduation rate for Full-Time FTICs, Beginners and Early Admits Entering Fall 2009 or Summer 2009 and Continuing into Fall After Six Years is 86.8%, which ranks the institution 6th among members of the Association of American Universities (AAU).
- b) UF graduation rate for total population exceeds all other public institutions in the state of Florida at 88%.
- c) UF diversity outreach programs are successful and resulted in:
 - 42% admissions applications from historically underrepresented groups
 - 20% admissions applications from low-income households
 - 26% admissions applications from first-generation college students
- d) Students offered admission to UF represented:
 - 39% from historically underrepresented groups
 - 15% from low-income households
 - 20% from first-generation college students

**Florida Educational Equity Act Report
University of Florida
President's Evaluation Process and Results
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e) The retention rate for the entering class of 2014 is 95.7%.

2. **Program Area: Graduate & First Professional Students**

a) Females in all groups (except Non Resident Alien (NRA)) exceeded males in the award of Bachelor's Degrees in 2014-2015.

b) Females in Black/African American, American Indian/Alaskan Native, White, and Multiple exceeded males in the award of Master's Degrees in 2014-2015.

c) Females in Multiple exceeded males in the award of Doctoral Degrees in 2014-2015.

d) Females in all groups (except American Indian/Alaskan Native and Unknown) exceeded males in all racial/ethnic areas in the award of first-professional degrees awarded in 2014-2015.

3. **Tenured & Tenure-Track Faculty in 2014-2015**

a) 100% of Black faculty who submitted tenure nomination packets were approved.

b) 100% of Hispanic faculty who submitted tenure nomination packets were approved.

4. **Other Equity Accountabilities**

a) The National Council of State Board of Nursing pass rate on the National Council Licensure Examination (NCLEX) for Bachelor of Nursing students from UF was 92.97% for 2015. This pass rate was above the state of Florida average of 72.02% and the national average of 84.53% for baccalaureate graduates.

b) Over the past six years, the number of faculty have increased from 1,087 to 1,328 (22.17% overall) on the Gainesville campus of the College of Medicine. The number of Hispanic faculty has increased 111%, with females of that group increasing 153% over the last six years and 41% over the past year. The number of African American faculty has increased 94%, with an increase of almost 36% this past year. Among white faculty, the net change for men is 3.6%, while women have increased by 4.6% over the past year.

c) One of the advisors serving online students, Meredith Beaupre, was recognized by the National Academic Advising Association as an Outstanding New Advisor.

d) Employee Health Services Director, Dr. Jackie Ayers, received the Charles F. Bohmann Award from the Southern College Health Association in recognition of his lifetime service and commitment to college health and the association.

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- e) Dr. Rosalia Rey, Clinical Assistant Professor, was invited to serve on the Association of American Colleges/The Voice of Dental Education (AAMC/ADEA) Curriculum Committee because of her demonstrated dedication to diversity in medicine.
- f) Gator Engineering @ Santa Fe (GE@SF) is a first-of-its-kind program designed by the College, in collaboration with Santa Fe College and the offices of Admissions, Dean of Students, the Registrar, and Student Financial Affairs for students seeking an ABET-certified B.S. degree in engineering. Students invited into this program begin coursework at Santa Fe College and, upon successful completion of specified classes, continue studying at the University of Florida. Unlike a transfer program, students will be admitted to the University of Florida after the first fall semester at Santa Fe College contingent upon meeting the required performance standards established by the program.
- The first GE@SF cohort began Fall 2013 with 32 students. Twenty-three of the 32 students were admitted to the University of Florida. Twenty-five students either completed or remain in the program, for a 78% retention rate.
 - The second GE@SF cohort involved 41 students enrolled in Fall 2014. Thirty-nine students (95%) either completed or remain in the program after one year. Thirty-one students (76%) were admitted to UF within two semesters.
 - The third GE@SF cohort has 65 students enrolled in the program.
 - For all cohorts currently at the University of Florida, the students are 16% Asian, 7.1% Black/African American, 23.2% Hispanic, and, 7.1% Female.
- g) The Machen Florida Opportunity Scholars Program was selected as an Example of Excelencia Award finalist, recognizing America's top programs that increase academic opportunities and increase achievement for Latino students.
- h) The Machen Florida Opportunity Scholars Program was recognized by ACPA-College Student Educators International as an "Exceptional Practice" award recipient and NASPA-Student Affairs Professional in Higher Education: NASPA Excellence Award for Enrollment Management, Financial Aid, Orientation, Parents, Persistence, First-Year, Other-Year & Related category (Silver Level).

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Each dean or department head is requested to submit a program narrative that includes programs and activities highlighting equity and diversity in the workforce. Summaries extracted from these reports highlight these efforts. The full report from each of these units is available at: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/publications/student-reports/>.

College of Business Administration

Diversity continues to increase in the Warrington College of Business Administration (WCBA). Representation of women faculty has expanded with the 2015-2016 hire of two female faculty members, which represents 29% of all new faculty hires. Representation of women has expanded even more among students and staff.

Faculty 2015-2016													
White		American Indian		Asian		Black		Hispanic		Multiple		Not specified	
M	F	M	F	M	F	M	F	M	F	M	F	M	F
55	20	0	0	17	15	3	1	3	1	0	0	0	0
65.0%		0.0%		28.0%		3.0%		3.0%		0.0%		0.0%	

Staff 2015-2016													
White		American Indian		Asian		Black		Hispanic		Multiple		Not specified	
M	F	M	F	M	F	M	F	M	F	M	F	M	F
32	60	0	0	0	3	1	8	2	14	0	0	0	0
77.0%		0.0%		3.0%		8.0%		13.0%		0.0%		0.0%	

College of Dentistry

The College of Dentistry promotes a diverse faculty and staff and these efforts are evaluated annually by the strategic planning committee. Since July 1, 2015, 75% of new faculty hires and 57% of staff hires were minorities. Since July 1, 2015, 69% of faculty hires and 93% of staff hires were women. The following table summarizes faculty and staff diversity for FY 2015-2016, as well as an analysis of faculty and staff hires since July 1, 2015.

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Faculty 2015-2016											
White		American Indian		Asian		Black		Hispanic		Not specified	
M	F	M	F	M	F	M	F	M	F	M	F
69	33	0	0	16	12	3	1	17	23	0	0
58.62%		0%		16.09%		2.30%		22.99%		0.00%	
Faculty (hires since July 1, 2015)											
White		American Indian		Asian		Black		Hispanic		Not specified	
M	F	M	F	M	F	M	F	M	F	M	F
1	3	0	0	1	2	1	0	2	6	0	0
25%		0%		19.00%		6%		50%		0%	
Staff 2015-2016											
White		American Indian		Asian		Black		Hispanic		Not specified	
M	F	M	F	M	F	M	F	M	F	M	F
19	131	0	0	0	6	4	29	8	32	2	1
64.38%		0.00%		3.00%		14.16%		17.17%		1.29%	
Staff (hires since July 1, 2015)											
White		American Indian		Asian		Black		Hispanic		Not specified	
M	F	M	F	M	F	M	F	M	F	M	F
0	6	0	0	0	0	0	0	1	7	0	0
43%		0%		0%		0%		57%		0%	

There are challenges associated with recruitment of African-American faculty and students, and the College of Dentistry is committed to improving in these areas. In regard to faculty, this challenge is reflected in dental education in general. Strategies implemented to increase the diversity of faculty and staff includes utilizing underserved groups and societies to assist with identifying potential candidates and/or inviting underrepresented minority prospects to guest lecture or visit the college.

The College of Dentistry is proud of the following faculty:

- Dr. Rosalia Rey, Clinical Assistant Professor, was invited to serve on the AAMC/ADEA (Association of American Medical Colleges/The Voice of Dental Education) Curriculum Committee because of her demonstrated dedication to diversity in medicine.
- Dr. Edgar Castellanos was one of five United States university faculty who were selected to participate in the Dentsply Implants University Ambassador Program.

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College of Engineering

A review of the current diversity of the Herbert Wertheim College of Engineering faculty (254 in total) and recruitment of new faculty hires (nine in total for the reporting period) are shown below. Overall, Engineering faculty are presently 16% female, with the highest proportion in both Biomedical Engineering (30%) and Computer & Information Science & Engineering (28%). The two departments with female faculty below 10% are Chemical Engineering (5%) and Industrial Engineering (9%). In the past reporting year, 9 faculty were hired by the college including one White female and one Black female faculty member.

HW College of Engineering - Faculty as of June 2016 (Total 254)																		
Department / School	Total		African-American		Hispanic		Native American		Asian		Multiple		Nonresident Alien		Caucasian		% Female	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Biomedical	14	6			1				3			1				10	5	30%
Chemical	19	1			1				7							11	1	5%
Computer & Information Sci.	28	11	1	4	1				11	4	1					14	3	28%
Electrical & Computer	44	5	1	1	3	1			16	1			1			23	2	10%
Eng Sch Sustain Infrst Env	37	5	3		2				5	2			1	1		26	2	12%
Industrial	10	1			1				3							6	1	9%
Materials Science	20	6		2	1				4		1		1			13	4	23%
Mechanical & Aerospace	41	6	2						16	3						23	3	13%
TOTAL	213	41	7	7	10	1	0	0	65	10	2	1	3	1	126	21	16%	
% by Race			6%		4%		0%		30%		1%		2%		58%			

HW College of Engineering - Faculty Hired - July 2015 to June 2016 (Total 9)																		
Department / School	Total		African-American		Hispanic		Native American		Asian		Multiple		Nonresident Alien		Caucasian		% Female	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Biomedical																		
Chemical	1															1		
Computer & Information Sci.	1	2		1												1	1	67%
Electrical & Computer	4								1							3		
Eng Sch Sustain Infrst Env																		
Industrial																		
Materials Science																		
Mechanical & Aerospace	1	0														1		
TOTAL	7	2	0	1	0	0	0	0	1	0	0	0	0	0	6	1	22%	
% by Race			11%		7%		0%		11%		0%		0%		78%			

A review of the current diversity of the Herbert Wertheim College of Engineering staff (246 in total) and recruitment of new staff hires (13 in total for the reporting period) are shown below. College staff is 61% female on average, with percentages ranging from a low of 35% in auxiliaries to 100% in the Departments of Biomedical Engineering and Industrial Engineering. Black and Hispanic staff members comprise 11% and 7%, respectively, of all college staff. There were 13 new college staff hires in the reporting period – 8% black, 23% Hispanic and 54% female.

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HW College of Engineering - Staff as of June 2016 (Total 246)																		
Department / School	Total		African-American		Hispanic		Native American		Asian		Multiple		Nonresident Alien		Caucasian		% Female	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Administration	31	57	3	5	1	3			1	4	1				25	45	65%	
Auxiliaries	17	9		1	2	2							2	1	13	5	35%	
Biomedical	0	10				2				1						7	100%	
Chemical	3	5		1											3	4	63%	
Computer & Information Sci.	5	9	1	1							1				3	8	64%	
Electrical & Computer	17	18		2	1	1		1		3	2	1			14	10	51%	
Eng Sch Sustain Infrst Env	9	16	1	3	1	1							1		6	12	64%	
Industrial	0	6		2												4	100%	
Materials Science	5	8		3		1						1			5	3	62%	
Mechanical & Aerospace	8	13	1	4	2			1							5	8	62%	
TOTAL	95	151	6	22	7	10	0	2	1	8	4	2	3	1	74	106	61%	
% by Race				11%		7%		1%		4%		2%		2%		73%		

HW College of Engineering - Staff Hired - July 2015 to June 2016 (Total 13)																		
Department / School	Total		African-American		Hispanic		Native American		Asian		Multiple		Nonresident Alien		Caucasian		% Female	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Administration	0	3				1				1						1	100%	
Auxiliaries	1	0			1													
Biomedical	0	1														1	100%	
Chemical	0	0																
Computer & Information Sci.	0	0																
Electrical & Computer	2	2				1				1	1				1		50%	
Eng Sch Sustain Infrst Env	1	0													1			
Industrial	0	0																
Materials Science	0	0																
Mechanical & Aerospace	2	1	1												1	1	33%	
TOTAL	6	7	1	0	1	2	0	0	0	2	1	0	0	0	3	3	54%	
% by Race				8%		23%		0%		15%		8%		0%		46%		

Florida Museum of Natural History

The Florida Museum of Natural History actively embraces diversity and strives to foster a culture of tolerance and inclusivity for all employees, volunteers and visitors. The mission of the Florida Museum of Natural History is understanding, preserving and interpreting biological diversity and cultural heritage to ensure their survival for future generations. Through the Florida Museum of Natural History's research, collections and exhibitions, the museum showcases artifacts of ancient cultures so visitors can understand and appreciate the diverse heritage from which our modern way of life is derived. The Florida Museum of Natural History recognizes that diversity is a significant force within its own social fabric and in the community, and encourages employment opportunities and accessibility for everyone.

All visitors are able to fully engage in a meaningful museum experience. All Florida Museum of Natural History exhibitions and restrooms are wheelchair accessible/ADA compliant. Smithsonian guidelines for exhibit development are followed, which are more stringent than ADA

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guidelines. Wheelchairs, personal guided tours and appropriate fonts and graphics are available in order to provide accessibility.

A demographic snapshot of the 346 employees at the Florida Museum of Natural History was taken in June 2016 and revealed an array of diversity within the workforce.

	All Employees	Grad. Asst.	OPS Staff	TEAMS	Post Doc	Faculty
Females	56%	50%	65%	48%	31%	21%
Males	44%	42%	35%	52%	69%	79%
Asian	5%	13%	6%	0%	0%	3%
Am indian/Alaska Native	1%	0%	0%	0%	6%	0%
Black	3%	0%	4%	3%	0%	0%
Hispanic	9%	25%	11%	3%	0%	0%
White	69%	31%	63%	90%	50%	93%
Pacific Islander	0%	0%	0%	0%	0%	0%
Multiple Races	1%	0%	2%	1%	0%	0%
Non Resident Alien	5%	19%	3%	1%	31%	0%
Not Indicated	8%	13%	10%	1%	13%	3%

The Florida Museum of Natural History is committed to strengthening collaborations with museums worldwide and has recently signed a memorandum of understanding (MOU) in January 2016 with the Antiquities, Monuments and Museums Corporation (AMMC) to facilitate an equitable exchange of resources and personnel in the Bahamas. The Florida Museum of Natural History hosted a three-week internship April 18 – May 5, 2016 for an AMMC staff member aspiring to learn best museum practices before moving into a position in senior administration. The groundwork has been laid for a similar MOU with the National Museum of Natural History in Cuba which will be completed in 2016.

College of Health and Human Performance

The College of Health and Human Performance is committed to building a culturally diverse faculty and staff, a key factor in maintaining excellence in teaching and research in global society. The College of Health and Human Performance continues to attract a wide diversity of backgrounds in applicants for faculty positions. The College of Health and Human Performance current demographics include 52 faculty members, 42% are female, approximately 8% are Asian, 6% are Hispanic, 4% are Black or African American, and 4% Other.

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The College of Health and Human Performance recently completed a college-wide strategic planning exercise which resulted in the development of a multifocal strategic plan, including goals, strategies and tactics. Two of these strategies are:

- Increase the diversity of faculty with all new hires
- Provide college-wide opportunities for faculty and students to have conversations and be trained on sensitive issues related to diversity

Housing and Resident Education

The Department of Housing and Residence Education has a long history of supporting and encouraging policies, procedures and practices in support of fairness, diversity and non-discrimination. During Spring 2016, 717 employees were on the Department of Housing and Residence Education payroll: 339 full-time employees and 378 part-time student staff.

	Full-Time Staff	Part-Time Student Staff*
Men	62%	41%
Women	38%	59%
White	60%	68%
Black	32%	15%
Hispanic	5%	7%
Asian/Pacific	2%	10%
American Indian/ Alaska Native	0%	0%
Other	1%	0%

*This is a snapshot of data from Spring 2016.

The Department of Housing and Residence Education uses programs, services and activities to provide staff training:

- Diversity Education Staff Training
- English as a Second Language (ESL) Class
- Social Justice Education Professional Staff Position
- Social Justice Library

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Institute of Food and Agricultural Sciences

The Institute of Food and Agricultural Sciences (IFAS) is periodically audited by the U.S. Department of Agriculture (USDA) to assure non-discrimination in hiring and programming for citizens of the State of Florida. In 2010, the USDA performed a comprehensive audit for all Extension and Research areas. In March, 2015, the USDA returned to perform an in-depth civil rights audit of the state 4-H program. These audits are performed randomly on a rotating basis throughout all 50 states.

During FY 2015-16, IFAS Human Resources along with Employee Relations conducted EEOC, Sexual Harassment and Title IX training in three of the five Extension Districts and one research center. Workshops are scheduled for the remaining two Districts in the coming months.

IFAS faculty applicant pools continue to be large and more diverse than in previous years. IFAS continues to advertise in minority venues and at job fairs. Additionally, search committee chairs reach out to colleagues and schools to solicit applications from women and minorities who are about to graduate in applicable areas of need for IFAS.

With regard to equity accomplishments and goals, the Senior Vice President for the Institute of Food and Agricultural Sciences (IFAS) reports the following for the period 2015-16:

- Of the 335 full-time tenured faculty members in May 2016, 75% were male and 25% were female. Racial minorities in this group accounted for 16%. 1.5% did not disclose their race. Of the 114 full-time tenure-accruing faculty members in May 2016, 68% were male and 32% were female. Racial minorities in this faculty group accounted for 19%. 1.5% did not disclose their race.
- Of the 203 full-time permanent status County Extension faculty in May 2016, 37% were male and 63% were female. Racial minorities among permanent status County Extension agents account for 11%. Less than 1% did not disclose their race. Of the 90 full-time permanent status-accruing County Extension faculty members in May 2016, 28% were male and 72% were female. Racial minorities among this group accounted for 23%. 4% did not disclose their race.
- Of the 128 non-tenure track faculty in IFAS in May 2016, 48% were male and 52% were female. Racial minorities in this group accounted for 19%. 3% did not disclose their race.
- IFAS works proactively to facilitate dual-career hires and to retain the best of current faculty members. IFAS facilitated four dual-career hires in the past year. Two resulted in hiring women. IFAS has successfully made one counter offer and six market equity salary increases to faculty (four of whom are women).
- UF/IFAS Extension provides Floridians with life-long learning educational programs. State and county faculty work together through seven priority initiatives responding to

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critical issues. Educational programs offered in each of the 67 counties and the Seminole Tribe respond to the local needs of diverse audiences which include residents, schools, regulatory agencies, community organizations and industry. A total of 2,585,679 participants were reached during 2015 with group learning educational programs. Other programs, such as Environmental Stewardship and Safety as well as Developmental Leadership Opportunities for Youth through 4-H are planned and delivered. For example, last year, Florida 4-H included approximately 204,200 young people learning leadership, citizenship, and life skills. The participation of ethnic minorities (Hispanic only) was 44,980 or 22.0% of the total. The participation of racial minorities was 51,816 (25.4%), including 35,252 Black/African American youth.

College of Journalism and Communications

The College of Journalism and Communications has recognized the outstanding work of women and minority faculty members. Since the College's last accreditation review in 2012, a woman was appointed as Dean. Two women were granted tenure, one woman was promoted to associate professor and a woman was hired into the College's Preeminence faculty position in STEM translational communication.

The College of Journalism and Communications hosts a large number of visiting professionals, guest speakers, and faculty each year. Many of them are women, members of minority groups, or professionals who address issues related to diversity and inclusion. Sessions included an all-woman panel for mentoring undergraduates, featuring Ava Parker, President of Palm Beach State College, Rebecca Patterson, Chief Investment Officer at Bessemer Trust and Kirsten Flanik, Managing Director of BBDO. A three-day conference for social change communicators included Brian Sheehan, the organizer of Ireland's Gay and Lesbian Equality Network, Humberto Villalobos, strategist for Venezuela's election reform and Steve Pargett of the Dream Defenders. Prominent visitors to the college included Atlantic monthly editor, Matt Thompson, PRI's Science Friday's editor Julie Leibach, and author and science journalist Maryn McKenna. The College provides funding to make these visits possible. Visiting scholars in the College ranged from universities in China to Norway.

The College of Journalism and Communications has continued to focus on attracting and retaining female and minority faculty. Women make up 48% of the faculty. In Spring 2016, the College had 50 full-time faculty, 26 men and 24 women. However, among the 38 tenured or tenure-accruing faculty positions, women and men are equal: 19/19. These 38 are divided as follows: At

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the full professor level, there are 13 men and 10 women. At the associate professor level, there are four women and five men. At the assistant professor level, there are five women and one man. Among the faculty who are not on tenure-accruing lines, there are seven men and five women. Among the 50 faculty members, ethnic minorities account for 24% of the faculty, with a total of 13 positions filled. These include three full professors (one of which is a preeminent professor and one is a department chair) as well as three associate professors, and six assistant professors and one non-tenured-accruing faculty.

College of Law

In the Spring 2016 semester, the senior leadership team of the College—which is defined for this purpose as the Dean and the Associate Deans, Assistant Dean, and Directors who report directly to the Dean—consists of 12 persons. Eight members of this team (67%) are women and one (8%) is a minority (Black/African American). One position is currently vacant.

A review of the 48 tenured or tenure-eligible faculty in the College for the Spring 2016 semester indicates that 11 (23%) were racial or ethnic minorities (five Black/African American; three Hispanic; two Asian and one multiple ethnicities). Of the 48 tenured or tenure-eligible faculty in 2015-16, 18 (37.5%) are women. On July 1, 2015, the first female dean in the law school's 106-year-history joined the College. This hire was a significant milestone in the College's commitment to gender equity. A review of the 32 faculty who are non-tenure track legal skills faculty and librarians indicates 24 (75%) are women. Eight (25%) are minority (three Black/African American, two Hispanic, two Asians, and one American Indian/Alaska Native).

College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences is committed to diversity and inclusion. As part of this commitment, in January 2016, the College of Liberal Arts and Sciences appointed a new Associate Dean whose areas of responsibilities explicitly articulate diversity and inclusion. The Associate Dean for Diversity and Inclusion has been invited to form part of the American Association of Colleges and Universities planning committee for its 2017 National Conference on Diversity, Learning and Student Success.

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The College of Liberal Arts and Sciences has launched a new initiative with the creation of a Diversity Steering Committee and associated Diversity Liaison Program. The Diversity Steering Committee and Diversity Liaison Program will provide strategic support aimed at ensuring faculty hiring and mentoring reflect the College commitment to the principle that a faculty of diverse experiences and backgrounds will enhance the quality of the College and the University of Florida.

The College of Liberal Arts and Sciences is highly conscious of the need for a diverse faculty and the concern of underrepresented minority students. Consequently, representatives from the Office of the Dean have met with student groups, including the UF Chapter of the NAACP to hear concerns regarding greater faculty diversity. The Associate Dean for Diversity and Inclusion is liaising with the co-directors of the Black Student Affairs Task Force meeting to ensure that the College of Liberal Arts and Sciences is addressing the concerns of students.

College of Medicine - Gainesville

Over the past six academic years, from 2010-2011 through 2015-2016, the total number of faculty have increased from 1,087 to 1,328 (22.17% overall) on the Gainesville campus of the College of Medicine. The number of Hispanic faculty has increased 111% with females of that group increasing 153% over the past six years and 41% over the past year. The number of African American faculty has increased an overall 94% with an increase of almost 36% this past year. Among white faculty, the net change for men is only 3.6% while women have increased by 4.6% over the past year. The College of Medicine faculty breakdown is as follows:

	2011	2012	2013	2014	2015	2016	% difference between 2015 & 2016	Overall since 2011
Asian Male	148	162	169	178	184	186	1.09%	25.68%
Asian Female	89	93	93	88	100	110	10.00%	23.60%
Total	237	255	262	266	284	296	4.23%	24.89%
Black Male	6	10	10	10	15	16	6.67%	166.67%
Black Female	12	14	12	12	14	19	35.71%	58.33%
Total	18	24	22	22	29	35	20.69%	94.44%

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Hispanic Male	29	36	38	39	46	55	19.57%	89.66%
Hispanic Female	15	17	17	21	27	38	40.74%	153.33%
Total	44	53	55	60	73	93	27.40%	111.36%
Native American Men	1	1	1	1	3	2	-33.33%	100.00%
Native American Female	2	2	0	0	1	2	100.00%	0.00%
Total	3	3	1	1	4	4	0.00%	33.33%
Other Male	2	1	4	24	14	15	7.14%	650.00%
Other Female	1	1	2	14	9	10	11.11%	900.00%
Total	3	2	6	38	23	25	8.70%	733.33%
White Male	538	538	539	548	558	578	3.58%	7.43%
White Female	244	248	266	277	284	297	4.58%	21.72%
Total	782	786	805	825	842	875	3.92%	11.89%
Total Male	724	748	761	800	820	852	3.90%	17.68%
Total Female	363	375	390	412	435	476	9.43%	31.13%
Grand total	1087	1123	1151	1212	1255	1328	5.82%	22.17%

The College of Medicine Office of Faculty Affairs and Professional Development provides regular faculty workshops, as well as individual counseling on the faculty promotion and tenure process. The Office of Faculty Affairs and Professional Development continues to produce two monthly faculty seminar series, one for professional development and one for educational professional development, which have been attended by over 100 faculty members in person and more through online viewing. Additional topics this year include sessions on personal development and wellness. All workshops are recorded and posted on the Faculty Affairs website for individual viewing at any time. Every spring, the office provides workshops on preparing promotion and tenure packets, which provide detailed instructions and examples. We encourage new faculty and junior faculty, in particular, to take advantage of these opportunities.

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College of Public Health and Health Professions

Support for diversity is reflected in the College of Public Health and Health Professions' values as well as in college-wide and departmental level activities. The College Diversity Committee has now created a diversity website www.diversity.pphp.ufl.edu. The gender composition of College faculty is 53.1% female and 46.9% male. Fifty-seven percent of department chairs are female. One hundred percent of the College's associate and assistant deans are female. Twenty-four percent of faculty are from underrepresented African-American, Asian and Hispanic/Latino populations, an increase of 9% from last year's report. The majority of staff members, 79.2%, are female. Nine percent of staff is Hispanic/Latino, 7% is African-American, and 4% is Asian or multi-racial. This data is also displayed in the following tables.

Table 1.a.1 Faculty by Racial/Ethnic Group, UF PPHP and US College and Universities

Racial / Ethnic Group	PPHP Primary Faculty, Fall 2015 N=138	US Colleges and Universities Faculty, 2013* N=791,391 ¹
African American / Black	4.35%	5.46%
Hispanic / Latino	3.62%	4.20%
Asian / Pacific Islander	11.59%	9.13%
American Indian	0.00%	0.45%
White	76.81%	72.72%
Foreign national	2.90%	4.85%
Other / unknown	0.72%	3.20%

*Data for 2015 are not available

¹ Source: U.S. Department of Education, National Center for Education Statistics. *Digest of Education Statistics, 2014*
[Table 315.20: Fall 2009, Fall 2011, and Fall 2013.](#)

Table 1.a.2 Staff Members by Racial / Ethnic Group, UF PPHP and North Central Florida Population

Racial / Ethnic Group	PPHP Staff, Fall 2015 N=226	North Central Florida Population, 2014* N=1,173,575 ¹
African American / Black	12.39%	15.69%
Hispanic/Latino	7.52%	9.13%
American Indian	0.00%	0.49%
Asian	5.31%	2.51%
Hawaiian Native / Pacific Islander	0.00%	0.11%
White (non-Hispanic)	65.04%	71.12%
Other/ Unknown	9.73%	N/A

*Data for 2015 are not available

¹ Source: [US Census Bureau Florida QuickFacts](#) 2014. Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits

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George A. Smathers Libraries

To assess the climate in the workplace, the Libraries (and the Legal Information Center) participated in the Association of Research Libraries' ClimateQUAL®: Organizational Climate and Diversity Assessment in 2014. ClimateQUAL® is an assessment of library staff perceptions concerning their libraries commitment to the principles of diversity, organizational policies and procedures and staff attitudes. In conjunction with the ClimateQUAL® this year the Libraries conducted nine town hall meetings to ascertain the Libraries' areas of strengths and those areas that need attention. The sessions covered the following topics:

- Climate for Age, Gender, Race, Religion, Sexual Orientation
- Climate for Type of Position, Rank, Salary, Type of Supervisor

The Libraries Committee on Diversity brings leadership to the Libraries' internal and external diversity and inclusion initiatives. This year the Committee on Diversity:

- Co-sponsored the Exploring Systemic Racism and Its Implications for Our Libraries workshop that took place at the College of Law, Legal Information Center
- In partnership with the President's Council on Diversity, acquired and distributed in different branches 10 copies of the book *Blindspot: Hidden Biases of Good People*
- Co-sponsored the student association Hispanic Heritage Month's Faculty and Staff Appreciation Day at the Latin American & Caribbean Collection

The Libraries Accessibility Advisory Committee is charged with ensuring the Libraries are accessible. This year the Accessibility Advisory Committee provided the following training to Libraries employees:

- Service Animal Training
- Stories of Inclusion: Inclusive Practices at Cultural Institutions Responding to Visitors with Cognitive, Developmental and Emotional Disabilities
- Mission Accessibility – Improved Services to Patrons with Disabilities

The George A. Smathers Libraries is strongly committed to a comprehensive approach to diversity and continuously seeks to improve outreach to diverse users, to conserve historical records from underrepresented cultures and groups and to increase the diversity of its staff. The Libraries staff performs many services and hosted and/or participated in a number of exhibits, events and projects. Some of these services, exhibits, events and projects are:

- Seek new and continuing grant funding for diversity initiatives
- Celebrating UF work with Historically Black Colleges and Universities in honor of the 125th anniversary of their establishment in 1890

Florida Educational Equity Act Report
University of Florida
PART IX: Top Administrator's Evaluation Process and Results
FY 2015-2016

- African American Agricultural Extension Agents in Florida
- Surviving and Thriving; AIDS, Politics and Culture

George A. Smathers Libraries currently employs 263 faculty and staff with a general composition of 22% from underrepresented groups (American Indian/Alaskan; Asian; Black/African American; Hispanic/Latino) and 58% women. The composition of the faculty at the Libraries is 68% women and 14% from underrepresented ethnic groups (Asian; Black/African American; Hispanic/Latino).

SUMMARY

The collective work at the University of Florida (as cited throughout this report) is evidence of attempts to increase diversity and inclusion. Summaries that were extracted from the full reports submitted highlight research efforts and external funding, in addition to diversity of students, staff and faculty. **For the complete reports submitted by these units please visit:** <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/%20publications/student-reports/>.

Rank	Total Population	Percent	Rank	Black or African American/Black non-Hispanic Total	Percent	Rank	Hispanic or Latino/Hispanic Total	Percent
1	University of Virginia-Main Campus	94%	1	University of California-San Diego	96%	1	University of Virginia-Main Campus	96%
2	University of Michigan-Ann Arbor	91%	2	University of Virginia-Main Campus	86%	2	University of Michigan-Ann Arbor	88%
3	University of California-Los Angeles	91%	3	University of North Carolina at Chapel Hill	84%	3	University of Florida	88%
4	University of California-Berkeley	91%	4	University of California-Irvine	81%	4	University of Pittsburgh-Pittsburgh Campus	87%
5	University of North Carolina at Chapel Hill	90%	5	University of California-Los Angeles	81%	5	University of California-Berkeley	85%
6	University of Florida	88%	6	University of Florida	79%	6	University of California-Los Angeles	85%
7	Pennsylvania State University-Main Campus	86%	7	University of Michigan-Ann Arbor	79%	7	University of North Carolina at Chapel Hill	84%
8	University of California-Irvine	86%	8	University of Maryland-College Park	77%	8	University of California-Irvine	82%
9	University of California-San Diego	86%	9	Georgia Institute of Technology-Main Campus	77%	9	Ohio State University-Main Campus	82%
10	University of Maryland-College Park	85%	10	Stony Brook University	75%	10	University of Maryland-College Park	80%
11	University of Washington-Seattle Campus	84%	11	University of Illinois at Urbana-Champaign	75%	11	University of Illinois at Urbana-Champaign	80%
12	University of Wisconsin-Madison	84%	12	University of California-Santa Barbara	75%	12	Georgia Institute of Technology-Main Campus	80%
13	University of Illinois at Urbana-Champaign	84%	13	University of California-Berkeley	74%	13	University of California-Davis	78%
14	University of California-Davis	83%	14	Rutgers University-New Brunswick	74%	14	University of California-Santa Barbara	78%
15	Ohio State University-Main Campus	83%	15	University of Washington-Seattle Campus	72%	15	University of California-San Diego	77%
16	University of Pittsburgh-Pittsburgh Campus	82%	16	University of Pittsburgh-Pittsburgh Campus	72%	16	University of Washington-Seattle Campus	77%
17	Georgia Institute of Technology-Main Campus	82%	17	Ohio State University-Main Campus	72%	17	University of Wisconsin-Madison	75%
18	The University of Texas at Austin	81%	18	University of Wisconsin-Madison	70%	18	Pennsylvania State University-Main Campus	75%
19	Rutgers University-New Brunswick	81%	19	Pennsylvania State University-Main Campus	70%	19	Texas A & M University-College Station	72%
20	University of California-Santa Barbara	81%	20	The University of Texas at Austin	69%	20	The University of Texas at Austin	72%
21	Texas A & M University-College Station	79%	21	University of California-Davis	68%	21	Rutgers University-New Brunswick	71%
22	Michigan State University	79%	22	Texas A & M University-College Station	66%	22	Indiana University-Bloomington	70%
23	Indiana University-Bloomington	78%	23	Purdue University-Main Campus	62%	23	University of Minnesota-Twin Cities	70%
24	University of Minnesota-Twin Cities	78%	24	University at Buffalo	62%	24	University of Oregon	68%
25	Purdue University-Main Campus	73%	25	Indiana University-Bloomington	59%	25	Michigan State University	66%
26	University at Buffalo	72%	26	University of Minnesota-Twin Cities	58%	26	University at Buffalo	66%
27	University of Colorado Boulder	70%	27	Michigan State University	58%	27	University of Missouri-Columbia	63%
28	University of Iowa	70%	28	University of Missouri-Columbia	57%	28	University of Colorado Boulder	63%
29	Stony Brook University	69%	29	University of Colorado Boulder	57%	29	Stony Brook University	62%
30	Iowa State University	69%	30	University of Oregon	55%	30	Purdue University-Main Campus	62%
31	University of Missouri-Columbia	69%	31	Iowa State University	50%	31	University of Iowa	62%
32	University of Oregon	69%	32	University of Iowa	49%	32	Iowa State University	54%
33	University of Arizona	60%	33	University of Arizona	45%	33	University of Arizona	54%
34	University of Kansas	60%	34	University of Kansas	45%	34	University of Kansas	53%
	AAU Public Mean	79.6%		AAU Public Mean	68.5%		AAU Public Mean	73.7%

Rank	American Indian or Alaska Native Total	Percent	Rank	Asian Total	Percent	Rank	Native Hawaiian or Other Pacific Islander Total	Percent
1	University of Virginia-Main Campus	100%	1	University of Virginia-Main Campus	96%	1	University of Colorado Boulder	100%
2	University of California-Los Angeles	91%	2	University of California-Los Angeles	95%	2	University of Michigan-Ann Arbor	100%
3	University of Maryland-College Park	88%	3	University of California-Berkeley	94%	3	University of Maryland-College Park	100%
4	Ohio State University-Main Campus	84%	4	University of North Carolina at Chapel Hill	93%	4	Indiana University-Bloomington	100%
5	The University of Texas at Austin	83%	5	University of Michigan-Ann Arbor	92%	5	Michigan State University	100%
6	University of California-San Diego	80%	6	University of California-Irvine	89%	6	University of California-San Diego	100%
7	Indiana University-Bloomington	79%	7	University of California-San Diego	89%	7	University of Florida	96%
8	University of California-Berkeley	79%	8	Ohio State University-Main Campus	88%	8	University of California-Berkeley	89%
9	University of California-Irvine	77%	9	University of Maryland-College Park	88%	9	University of California-Santa Barbara	88%
10	Texas A & M University-College Station	76%	10	University of Florida	88%	10	University of Arizona	83%
11	University of Pittsburgh-Pittsburgh Campus	75%	11	University of Washington-Seattle Campus	87%	11	University of Iowa	82%
12	Rutgers University-New Brunswick	75%	12	University of Pittsburgh-Pittsburgh Campus	86%	12	University of California-Irvine	81%
13	University of Florida	74%	13	University of Illinois at Urbana-Champaign	86%	13	University of Pittsburgh-Pittsburgh Campus	80%
14	University of Michigan-Ann Arbor	73%	14	Rutgers University-New Brunswick	85%	14	University of Illinois at Urbana-Champaign	80%
15	Stony Brook University	71%	15	Georgia Institute of Technology-Main Campus	85%	15	University of California-Los Angeles	80%
16	University of Washington-Seattle Campus	70%	16	University of California-Davis	85%	16	Rutgers University-New Brunswick	76%
17	University of California-Davis	70%	17	The University of Texas at Austin	84%	17	University of Washington-Seattle Campus	72%
18	University of California-Santa Barbara	70%	18	Pennsylvania State University-Main Campus	83%	18	University of Wisconsin-Madison	67%
19	University of Missouri-Columbia	68%	19	University of California-Santa Barbara	83%	19	University of Oregon	60%
20	University of North Carolina at Chapel Hill	68%	20	Texas A & M University-College Station	82%	20	Georgia Institute of Technology-Main Campus	50%
21	Pennsylvania State University-Main Campus	67%	21	Indiana University-Bloomington	80%	21	University of Missouri-Columbia	0%
22	University of Iowa	67%	22	University at Buffalo	79%	22	Texas A & M University-College Station	0%
23	Georgia Institute of Technology-Main Campus	67%	23	Michigan State University	78%	23	Stony Brook University	0%
24	University of Illinois at Urbana-Champaign	64%	24	University of Wisconsin-Madison	75%	24	The University of Texas at Austin	0%
25	Michigan State University	64%	25	Stony Brook University	74%	25	University of Minnesota-Twin Cities	0%
26	University of Minnesota-Twin Cities	64%	26	University of Missouri-Columbia	74%	26	University at Buffalo	0%
27	University at Buffalo	63%	27	Purdue University-Main Campus	72%	27	University of North Carolina at Chapel Hill	0%
28	Purdue University-Main Campus	61%	28	University of Colorado Boulder	72%	28	Purdue University-Main Campus	0%
29	University of Wisconsin-Madison	60%	29	University of Oregon	72%	29	University of California-Davis	0%
30	University of Oregon	59%	30	University of Iowa	72%	30	University of Virginia-Main Campus	0%
31	Iowa State University	48%	31	University of Minnesota-Twin Cities	71%	31	Ohio State University-Main Campus	0%
32	University of Colorado Boulder	47%	32	University of Arizona	70%	32	Pennsylvania State University-Main Campus	0%
33	University of Kansas	42%	33	Iowa State University	66%	33	University of Kansas	0%
34	University of Arizona	30%	34	University of Kansas	64%	34	Iowa State University	0%
	AAU Public Mean	69.2%		AAU Public Mean	81.7%		AAU Public Mean	49.5%

Rank	White/White non-Hispanic Total	Percent	Rank	Two or More Total	Percent	Rank	Race/Ethnicity Unknown Total	Percent
1	University of Virginia-Main Campus	95%	1	University of Florida	93%	1	The University of Texas at Austin	100%
2	University of Michigan-Ann Arbor	92%	2	University of Michigan-Ann Arbor	92%	2	University of Virginia-Main Campus	96%
3	University of North Carolina at Chapel Hill	92%	3	University of Washington-Seattle Campus	92%	3	University of Michigan-Ann Arbor	91%
4	University of California-Berkeley	91%	4	University of Pittsburgh-Pittsburgh Campus	88%	4	University of North Carolina at Chapel Hill	90%
5	University of California-Los Angeles	91%	5	University of Maryland-College Park	87%	5	University of California-Los Angeles	90%
6	University of Florida	89%	6	Indiana University-Bloomington	86%	6	University of California-Berkeley	88%
7	Pennsylvania State University-Main Campus	88%	7	University of Illinois at Urbana-Champaign	81%	7	University of Florida	88%
8	University of Maryland-College Park	87%	8	Michigan State University	80%	8	University of California-San Diego	88%
9	University of Illinois at Urbana-Champaign	87%	9	Georgia Institute of Technology-Main Campus	77%	9	University of California-Irvine	87%
10	University of California-Davis	86%	10	Rutgers University-New Brunswick	73%	10	University of California-Davis	86%
11	University of Wisconsin-Madison	86%	11	University of Wisconsin-Madison	72%	11	Ohio State University-Main Campus	83%
12	University of California-Irvine	85%	12	University of Colorado Boulder	72%	12	University of Wisconsin-Madison	82%
13	University of Washington-Seattle Campus	85%	13	University of Oregon	71%	13	University of Washington-Seattle Campus	81%
14	University of California-San Diego	85%	14	University of Arizona	61%	14	University of Pittsburgh-Pittsburgh Campus	81%
15	Ohio State University-Main Campus	84%	15	Purdue University-Main Campus	0%	15	University of California-Santa Barbara	80%
16	The University of Texas at Austin	84%	16	University of Kansas	0%	16	Rutgers University-New Brunswick	79%
17	University of California-Santa Barbara	84%	17	University of California-Davis	0%	17	Texas A & M University-College Station	75%
18	Michigan State University	83%	18	University of California-Berkeley	0%	18	University of Maryland-College Park	74%
19	University of Pittsburgh-Pittsburgh Campus	83%	19	University of Missouri-Columbia	0%	19	University of Iowa	74%
20	Rutgers University-New Brunswick	82%	20	University of California-Irvine	0%	20	University of Minnesota-Twin Cities	72%
21	University of Minnesota-Twin Cities	82%	21	University of Iowa	0%	21	Stony Brook University	71%
22	Georgia Institute of Technology-Main Campus	81%	22	The University of Texas at Austin	0%	22	University at Buffalo	71%
23	Texas A & M University-College Station	81%	23	Pennsylvania State University-Main Campus	0%	23	Michigan State University	71%
24	Indiana University-Bloomington	79%	24	University of California-San Diego	0%	24	University of Illinois at Urbana-Champaign	69%
25	Purdue University-Main Campus	74%	25	University of Minnesota-Twin Cities	0%	25	University of Colorado Boulder	69%
26	University at Buffalo	72%	26	University of California-Santa Barbara	0%	26	Iowa State University	68%
27	University of Missouri-Columbia	71%	27	University of North Carolina at Chapel Hill	0%	27	Purdue University-Main Campus	68%
28	University of Iowa	71%	28	University of Virginia-Main Campus	0%	28	University of Oregon	65%
29	Iowa State University	71%	29	University at Buffalo	0%	29	Georgia Institute of Technology-Main Campus	63%
30	University of Colorado Boulder	71%	30	Stony Brook University	0%	30	University of Missouri-Columbia	62%
31	University of Oregon	69%	31	Ohio State University-Main Campus	0%	31	University of Arizona	60%
32	Stony Brook University	63%	32	Texas A & M University-College Station	0%	32	Indiana University-Bloomington	60%
33	University of Arizona	62%	33	Iowa State University	0%	33	University of Kansas	58%
34	University of Kansas	61%	34	University of California-Los Angeles	0%	34	Pennsylvania State University-Main Campus	0%
	AAU Public Mean	80.8%		AAU Public Mean	87.4%		AAU Public Mean	74.7%

Rank	Nonresident alien Total	Percent	Rank	Women Total	Percent
1	University of Virginia-Main Campus	89%	1	University of Virginia-Main Campus	96%
2	University of California-Berkeley	89%	2	University of California-Berkeley	93%
3	University of Michigan-Ann Arbor	87%	3	University of California-Los Angeles	93%
4	University of North Carolina at Chapel Hill	86%	4	University of Michigan-Ann Arbor	92%
5	Texas A & M University-College Station	85%	5	University of North Carolina at Chapel Hill	92%
6	The University of Texas at Austin	84%	6	University of Florida	90%
7	University of Wisconsin-Madison	83%	7	Pennsylvania State University-Main Campus	89%
8	University of California-Los Angeles	83%	8	University of California-Irvine	88%
9	Georgia Institute of Technology-Main Campus	82%	9	University of California-San Diego	88%
10	University of Washington-Seattle Campus	81%	10	University of Maryland-College Park	87%
11	Pennsylvania State University-Main Campus	80%	11	University of Illinois at Urbana-Champaign	87%
12	Rutgers University-New Brunswick	78%	12	University of Washington-Seattle Campus	86%
13	Ohio State University-Main Campus	77%	13	Georgia Institute of Technology-Main Campus	86%
14	University of Maryland-College Park	77%	14	University of Pittsburgh-Pittsburgh Campus	85%
15	University of Minnesota-Twin Cities	75%	15	University of Wisconsin-Madison	85%
16	University of California-San Diego	75%	16	University of California-Davis	85%
17	University at Buffalo	75%	17	Ohio State University-Main Campus	85%
18	University of Florida	75%	18	Rutgers University-New Brunswick	84%
19	Stony Brook University	74%	19	The University of Texas at Austin	83%
20	University of Iowa	73%	20	Texas A & M University-College Station	83%
21	University of Illinois at Urbana-Champaign	73%	21	University of California-Santa Barbara	83%
22	Purdue University-Main Campus	72%	22	Michigan State University	81%
23	University of Pittsburgh-Pittsburgh Campus	71%	23	Indiana University-Bloomington	80%
24	University of California-Davis	70%	24	University of Minnesota-Twin Cities	79%
25	University of Arizona	70%	25	Purdue University-Main Campus	77%
26	University of California-Irvine	69%	26	University at Buffalo	77%
27	Indiana University-Bloomington	69%	27	Stony Brook University	74%
28	Michigan State University	67%	28	University of Colorado Boulder	72%
29	University of Missouri-Columbia	66%	29	Iowa State University	72%
30	University of Kansas	65%	30	University of Missouri-Columbia	72%
31	University of Oregon	64%	31	University of Oregon	71%
32	University of California-Santa Barbara	64%	32	University of Iowa	71%
33	Iowa State University	63%	33	University of Arizona	63%
34	University of Colorado Boulder	59%	34	University of Kansas	63%
	AAU Public Mean	75.0%		AAU Public Mean	82.1%

Rank	Total Population	Percent	Rank	Black or African American/Black non-Hispanic Total	Percent
1	University of Florida	88%	1	New College of Florida	100%
2	Florida State University	79%	2	University of Florida	79%
3	University of Central Florida	70%	3	Florida State University	78%
4	New College of Florida	69%	4	University of Central Florida	67%
5	University of South Florida-Main Campus	67%	5	University of South Florida-Main Campus	66%
6	University of North Florida	55%	6	University of North Florida	61%
7	Florida International University	54%	7	Florida Gulf Coast University	54%
8	The University of West Florida	51%	8	Florida International University	45%
9	Florida Gulf Coast University	49%	9	Florida Atlantic University	44%
10	Florida Atlantic University	46%	10	The University of West Florida	44%
11	Florida Agricultural and Mechanical University	40%	11	Florida Agricultural and Mechanical University	39%
	SUS Mean	60.7%		SUS Mean	61.5%

Rank	Hispanic or Latino/Hispanic Total	Percent	Rank	American Indian or Alaska Native Total	Percent
1	University of Florida	88%	1	New College of Florida	100%
2	Florida State University	79%	2	Florida State University	83%
3	University of Central Florida	70%	3	University of Florida	74%
4	University of South Florida-Main Campus	69%	4	University of South Florida-Main Campus	60%
5	New College of Florida	64%	5	The University of West Florida	56%
6	The University of West Florida	57%	6	University of Central Florida	55%
7	Florida International University	56%	7	Florida Atlantic University	42%
8	University of North Florida	53%	8	Florida Agricultural and Mechanical University	33%
9	Florida Gulf Coast University	48%	9	Florida International University	25%
10	Florida Atlantic University	47%	10	Florida Gulf Coast University	20%
11	Florida Agricultural and Mechanical University	31%	11	University of North Florida	14%
	SUS Mean	60.2%		SUS Mean	51.1%

Rank	Asian Total	Percent	Rank	Native Hawaiian or Other Pacific Islander Total	Percent
1	University of Florida	88%	1	University of South Florida-Main Campus	100%
2	New College of Florida	80%	2	University of Florida	96%
3	Florida State University	79%	3	University of Central Florida	90%
4	University of South Florida-Main Campus	73%	4	Florida Gulf Coast University	67%
5	University of Central Florida	66%	5	Florida Atlantic University	0%
6	The University of West Florida	62%	6	New College of Florida	0%
7	Florida International University	59%	7	The University of West Florida	0%
8	University of North Florida	56%	8	Florida Agricultural and Mechanical University	0%
9	Florida Atlantic University	54%	9	University of North Florida	0%
10	Florida Agricultural and Mechanical University	50%	10	Florida International University	0%
11	Florida Gulf Coast University	33%	11	Florida State University	0%
	SUS Mean	63.6%		SUS Mean	32.1%

Rank	White/White non-Hispanic Total	Percent	Rank	Two or More Total	Percent
1	University of Florida	89%	1	Florida Agricultural and Mechanical University	100%
2	Florida State University	79%	2	New College of Florida	100%
3	New College of Florida	70%	3	Florida State University	97%
4	University of Central Florida	70%	4	University of Florida	93%
5	University of South Florida-Main Campus	66%	5	University of Central Florida	86%
6	University of North Florida	55%	6	Florida Gulf Coast University	78%
7	The University of West Florida	52%	7	University of South Florida-Main Campus	73%
8	Florida Gulf Coast University	49%	8	University of North Florida	73%
9	Florida International University	49%	9	The University of West Florida	67%
10	Florida Atlantic University	45%	10	Florida International University	67%
11	Florida Agricultural and Mechanical University	35%	11	Florida Atlantic University	60%
	SUS Mean	59.9%		SUS Mean	87.5%

Rank	Race/Ethnicity Unknown Total	Percent	Rank	Nonresident alien Total	Percent
1	University of Florida	88%	1	Florida State University	83%
2	Florida State University	79%	2	University of Florida	80%
3	University of Central Florida	70%	3	Florida Agricultural and Mechanical University	64%
4	Florida International University	69%	4	University of South Florida-Main Campus	60%
5	University of South Florida-Main Campus	67%	5	Florida Atlantic University	59%
6	New College of Florida	45%	6	Florida International University	58%
7	The University of West Florida	43%	7	Florida Gulf Coast University	57%
8	Florida Atlantic University	25%	8	The University of West Florida	50%
9	Florida Gulf Coast University	0%	9	University of North Florida	50%
10	Florida Agricultural and Mechanical University	0%	10	University of Central Florida	35%
11	University of North Florida	0%	11	New College of Florida	0%
	SUS Mean	44.2%		SUS Mean	54.2%

Rank	Women Total	Percent
1	University of Florida	75%
2	University of South Florida-Main Campus	72%
3	Florida State University	71%
4	Florida International University	61%
5	University of Central Florida	61%
6	Florida Gulf Coast University	60%
7	Florida Agricultural and Mechanical University	60%
8	Florida Atlantic University	60%
9	The University of West Florida	43%
10	University of North Florida	39%
11	New College of Florida	0%
	SUS Mean	54.7%

Exhibit 2
TOTAL - BACHELOR'S DEGREES AWARDED, 2014-15
Public 4-Year Institutions

Rank	Institution Name	Total
1	University of Central Florida	12,629
2	Pennsylvania State University-Main Campus	10,876
3	Ohio State University-Main Campus	10,414
4	Texas A & M University-College Station	10,164
5	The University of Texas at Austin	9,503
6	Arizona State University-Tempe	9,053
7	Florida International University	8,494
8	Florida State University	8,421
9	University of Florida	8,393
10	Michigan State University	8,299
11	University of Illinois at Urbana-Champaign	8,024
12	University of South Florida-Main Campus	7,992
13	University of California-Los Angeles	7,977
14	California State University-Fullerton	7,725
15	University of California-Berkeley	7,647
16	Rutgers University-New Brunswick	7,569
17	University of Minnesota-Twin Cities	7,553
18	University of Washington-Seattle Campus	7,491
19	California State University-Long Beach	7,481
20	Indiana University-Bloomington	7,339
21	California State University-Northridge	7,231
22	Purdue University-Main Campus	7,182
23	University of Maryland-College Park	7,166
24	University of California-Davis	7,120
25	University of Michigan-Ann Arbor	7,091
26	The University of Texas at Arlington	7,020
27	University of Georgia	6,935
28	University of Wisconsin-Madison	6,854
29	San Diego State University	6,714
30	University of Arizona	6,600

SOURCE: IPEDS Completions, 2014-15 Public 4-Year Institutions (N=694)

Exhibit 2
ALL - BACHELOR'S DEGREES AWARDED, 2014-15
Public AAU Institutions

Rank	Institution Name	Total
1	Pennsylvania State University-Main Campus	10,876
2	Ohio State University-Main Campus	10,414
3	Texas A & M University-College Station	10,164
4	The University of Texas at Austin	9,503
5	University of Florida	8,393
6	Michigan State University	8,299
7	University of Illinois at Urbana-Champaign	8,024
8	University of California-Los Angeles	7,977
9	University of California-Berkeley	7,647
10	Rutgers University-New Brunswick	7,569
11	University of Minnesota-Twin Cities	7,553
12	University of Washington-Seattle Campus	7,491
13	Indiana University-Bloomington	7,339
14	Purdue University-Main Campus	7,182
15	University of Maryland-College Park	7,166
16	University of California-Davis	7,120
17	University of Michigan-Ann Arbor	7,091
18	University of Wisconsin-Madison	6,854
19	University of Arizona	6,600
20	University of California-Irvine	6,414
21	University of Missouri-Columbia	5,995
22	Iowa State University	5,687
23	University of California-San Diego	5,600
24	University of Colorado Boulder	5,334
25	University of California-Santa Barbara	4,873
26	University of Iowa	4,845
27	University of Oregon	4,715
28	University at Buffalo	4,660
29	University of North Carolina at Chapel Hill	4,624
30	University of Pittsburgh-Pittsburgh Campus	4,521
31	Stony Brook University	3,902
32	University of Kansas	3,899
33	University of Virginia-Main Campus	3,836
34	Georgia Institute of Technology-Main Campus	3,274

SOURCE: IPEDS Completions, 2014-15 Public AAU Institutions (N=34)

Exhibit 2
MINORITY - BACHELOR'S DEGREES AWARDED, 2014-15
Public 4-Year Institutions

Rank	Institution Name	Total
1	Florida International University	7,007
2	University of Central Florida	4,937
3	California State University-Long Beach	4,908
4	California State University-Fullerton	4,772
5	University of California-Irvine	4,653
6	University of California-Los Angeles	4,415
7	University of California-Davis	4,355
8	The University of Texas at Austin	4,308
9	University of California-Berkeley	4,118
10	University of Houston	4,091
11	California State University-Northridge	3,981
12	University of California-Riverside	3,616
13	San Jose State University	3,493
14	San Diego State University	3,483
15	University of California-San Diego	3,473
16	Rutgers University-New Brunswick	3,472
17	The University of Texas at Arlington	3,453
18	San Francisco State University	3,210
19	University of South Florida-Main Campus	3,169
20	University of Florida	3,095
21	California State University-Sacramento	3,035
22	The University of Texas at San Antonio	3,033
23	Arizona State University-Tempe	2,904
24	University of Washington-Seattle Campus	2,852
25	California State University-Los Angeles	2,834
26	University of Maryland-College Park	2,834
27	Georgia State University	2,819
28	California State Polytechnic University-Pomona	2,816
29	Texas A & M University-College Station	2,761
30	The University of Texas at El Paso	2,758

SOURCE: IPEDS Completions, 2014-15 Public 4-Year Institutions (N=694)

Exhibit 2
MINORITY - BACHELOR'S DEGREES AWARDED, 2014-15
Public AAU Institutions

Rank	Institution Name	Total
1	University of California-Irvine	4,653
2	University of California-Los Angeles	4,415
3	University of California-Davis	4,355
4	The University of Texas at Austin	4,308
5	University of California-Berkeley	4,118
6	University of California-San Diego	3,473
7	Rutgers University-New Brunswick	3,472
8	University of Florida	3,095
9	University of Washington-Seattle Campus	2,852
10	University of Maryland-College Park	2,834
11	Texas A & M University-College Station	2,761
12	University of California-Santa Barbara	2,497
13	University of Arizona	2,387
14	University of Illinois at Urbana-Champaign	2,246
15	Pennsylvania State University-Main Campus	1,911
16	Ohio State University-Main Campus	1,728
17	University of Michigan-Ann Arbor	1,695
18	Stony Brook University	1,657
19	University of North Carolina at Chapel Hill	1,331
20	University of Minnesota-Twin Cities	1,295
21	Michigan State University	1,273
22	University of Virginia-Main Campus	1,157
23	University at Buffalo	1,148
24	Indiana University-Bloomington	1,091
25	Georgia Institute of Technology-Main Campus	1,054
26	University of Wisconsin-Madison	984
27	Purdue University-Main Campus	969
28	University of Colorado Boulder	951
29	University of Oregon	928
30	University of Missouri-Columbia	837
31	University of Pittsburgh-Pittsburgh Campus	795
32	University of Kansas	670
33	Iowa State University	579
34	University of Iowa	519

SOURCE: IPEDS Completions, 2014-15 Public AAU Institutions (N=34)

Exhibit 2
FEMALE - BACHELOR'S DEGREES AWARDED, 2014-15
Public 4-Year Institutions

<u>Rank</u>	<u>Institution Name</u>	<u>Total</u>
1	University of Central Florida	7,338
2	Ohio State University-Main Campus	5,326
3	Pennsylvania State University-Main Campus	5,301
4	Texas A & M University-College Station	5,172
5	Florida International University	5,053
6	The University of Texas at Austin	5,000
7	University of Florida	4,817
8	Florida State University	4,795
9	University of South Florida-Main Campus	4,747
10	The University of Texas at Arlington	4,671
11	California State University-Fullerton	4,523
12	University of California-Los Angeles	4,427
13	California State University-Long Beach	4,397
14	Michigan State University	4,362
15	Ohio University-Main Campus	4,284
16	Arizona State University-Tempe	4,282
17	California State University-Northridge	4,249
18	University of Washington-Seattle Campus	4,077
19	University of Georgia	4,073
20	University of California-Berkeley	4,002
21	University of Minnesota-Twin Cities	3,964
22	Rutgers University-New Brunswick	3,947
23	University of California-Davis	3,917
24	Indiana University-Bloomington	3,842
25	San Diego State University	3,786
26	University of California-Irvine	3,641
27	University of Illinois at Urbana-Champaign	3,634
28	University of Arizona	3,616
29	University of Wisconsin-Madison	3,602
30	University of Maryland-College Park	3,575

SOURCE: IPEDS Completions, 2014-15 Public 4-Year Institutions (N=694)

Exhibit 2
FEMALE - BACHELOR'S DEGREES AWARDED, 2014-15
Public AAU Institutions

<u>Rank</u>	<u>Institution Name</u>	<u>Total</u>
1	Ohio State University-Main Campus	5,326
2	Pennsylvania State University-Main Campus	5,301
3	Texas A & M University-College Station	5,172
4	The University of Texas at Austin	5,000
5	University of Florida	4,817
6	University of California-Los Angeles	4,427
7	Michigan State University	4,362
8	University of Washington-Seattle Campus	4,077
9	University of California-Berkeley	4,002
10	University of Minnesota-Twin Cities	3,964
11	Rutgers University-New Brunswick	3,947
12	University of California-Davis	3,917
13	Indiana University-Bloomington	3,842
14	University of California-Irvine	3,641
15	University of Illinois at Urbana-Champaign	3,634
16	University of Arizona	3,616
17	University of Wisconsin-Madison	3,602
18	University of Maryland-College Park	3,575
19	University of Michigan-Ann Arbor	3,455
20	University of Missouri-Columbia	3,246
21	Purdue University-Main Campus	3,042
22	University of California-San Diego	2,835
23	University of North Carolina at Chapel Hill	2,693
24	University of California-Santa Barbara	2,658
25	Iowa State University	2,644
26	University of Iowa	2,567
27	University of Colorado Boulder	2,514
28	University of Oregon	2,492
29	University of Pittsburgh-Pittsburgh Campus	2,368
30	University at Buffalo	2,230
31	University of Virginia-Main Campus	2,088
32	University of Kansas	2,041
33	Stony Brook University	2,018
34	Georgia Institute of Technology-Main Campus	1,074

SOURCE: IPEDS Completions, 2014-15 Public AAU Institutions (N=34)

Exhibit 3
MINORITY - ALL DEGREES AWARDED, 2014-15
Public 4-Year Institutions

Rank	Institution Name	Total
1	Florida International University	9,190
2	University of California-Los Angeles	6,015
3	California State University-Long Beach	5,757
4	University of Central Florida	5,655
5	California State University-Fullerton	5,517
6	The University of Texas at Austin	5,366
7	University of California-Irvine	5,281
8	University of California-Berkeley	5,138
9	University of Houston	4,978
10	University of California-Davis	4,947
11	Rutgers University-New Brunswick	4,918
12	San Jose State University	4,517
13	California State University-Northridge	4,515
14	The University of Texas at Arlington	4,289
15	University of Florida	4,257
16	University of South Florida-Main Campus	4,090
17	San Diego State University	4,082
18	University of Maryland-University College	4,077
19	University of California-San Diego	4,005
20	University of Washington-Seattle Campus	4,002
21	University of California-Riverside	3,830
22	Georgia State University	3,690
23	Texas A & M University-College Station	3,656
24	The University of Texas at San Antonio	3,622
25	San Francisco State University	3,620
26	Arizona State University-Tempe	3,554
27	The University of Texas at El Paso	3,495
28	University of Hawaii at Manoa	3,482
29	University of Maryland-College Park	3,445
30	The University of Texas Rio Grande Valley	3,434

SOURCE: IPEDS Completions, 2015-15 Public 4-Year Institutions (N=694)

Exhibit 3
MINORITY - ALL DEGREES AWARDED, 2014-15
Public AAU Institutions

Rank	Institution Name	Total
1	University of California-Los Angeles	6,015
2	The University of Texas at Austin	5,366
3	University of California-Irvine	5,281
4	University of California-Berkeley	5,138
5	University of California-Davis	4,947
6	Rutgers University-New Brunswick	4,918
7	University of Florida	4,257
8	University of California-San Diego	4,005
9	University of Washington-Seattle Campus	4,002
10	Texas A & M University-College Station	3,656
11	University of Maryland-College Park	3,445
12	University of Illinois at Urbana-Champaign	2,990
13	University of Michigan-Ann Arbor	2,952
14	University of Arizona	2,950
15	University of California-Santa Barbara	2,632
16	Ohio State University-Main Campus	2,352
17	Stony Brook University	2,186
18	Pennsylvania State University-Main Campus	2,166
19	University of North Carolina at Chapel Hill	2,031
20	University of Minnesota-Twin Cities	1,912
21	Michigan State University	1,756
22	University of Virginia-Main Campus	1,608
23	University at Buffalo	1,565
24	Indiana University-Bloomington	1,520
25	Georgia Institute of Technology-Main Campus	1,487
26	University of Wisconsin-Madison	1,417
27	Purdue University-Main Campus	1,327
28	University of Pittsburgh-Pittsburgh Campus	1,249
29	University of Colorado Boulder	1,178
30	University of Oregon	1,100
31	University of Missouri-Columbia	1,052
32	University of Kansas	989
33	University of Iowa	850
34	Iowa State University	696

SOURCE: IPEDS Completions, 2014-15 Public AAU Institutions (N=34)

Exhibit 3
FEMALE - ALL DEGREES AWARDED, 2014-15
Public 4-Year Institutions

<u>Rank</u>	<u>Institution Name</u>	<u>Total</u>
1	University of Central Florida	8,869
2	Ohio State University-Main Campus	7,728
3	University of Florida	7,543
4	Florida International University	7,132
5	Texas A & M University-College Station	7,125
6	The University of Texas at Austin	7,110
7	University of South Florida-Main Campus	6,836
8	University of Minnesota-Twin Cities	6,684
9	University of Washington-Seattle Campus	6,620
10	University of California-Los Angeles	6,454
11	Rutgers University-New Brunswick	6,445
12	Florida State University	6,442
13	The University of Texas at Arlington	6,429
14	Pennsylvania State University-Main Campus	6,273
15	Michigan State University	6,245
16	University of Michigan-Ann Arbor	6,163
17	University of Illinois at Urbana-Champaign	5,850
18	Arizona State University-Tempe	5,803
19	University of California-Berkeley	5,596
20	University of Georgia	5,547
21	California State University-Fullerton	5,502
22	California State University-Northridge	5,469
23	California State University-Long Beach	5,403
24	University of Wisconsin-Madison	5,401
25	Indiana University-Bloomington	5,376
26	Ohio University-Main Campus	5,307
27	University of Maryland-College Park	5,208
28	University of Cincinnati-Main Campus	5,011
29	University of California-Davis	4,991
30	University of Arizona	4,970

SOURCE: IPEDS Completions, 2014-15 Public 4-Year Institutions (N=694)

Exhibit 3
FEMALE - ALL DEGREES AWARDED, 2014-15
Public AAU Institutions

<u>Rank</u>	<u>Institution Name</u>	<u>Total</u>
1	Ohio State University-Main Campus	7,728
2	University of Florida	7,543
3	Texas A & M University-College Station	7,125
4	The University of Texas at Austin	7,110
5	University of Minnesota-Twin Cities	6,684
6	University of Washington-Seattle Campus	6,620
7	University of California-Los Angeles	6,454
8	Rutgers University-New Brunswick	6,445
9	Pennsylvania State University-Main Campus	6,273
10	Michigan State University	6,245
11	University of Michigan-Ann Arbor	6,163
12	University of Illinois at Urbana-Champaign	5,850
13	University of California-Berkeley	5,596
14	University of Wisconsin-Madison	5,401
15	Indiana University-Bloomington	5,376
16	University of Maryland-College Park	5,208
17	University of California-Davis	4,991
18	University of Arizona	4,970
19	University of Missouri-Columbia	4,582
20	University of California-Irvine	4,530
21	University of North Carolina at Chapel Hill	4,522
22	University of Pittsburgh-Pittsburgh Campus	4,306
23	Purdue University-Main Campus	4,221
24	University at Buffalo	3,947
25	University of Iowa	3,714
26	University of California-San Diego	3,543
27	University of Virginia-Main Campus	3,401
28	Stony Brook University	3,381
29	University of Kansas	3,378
30	University of Colorado Boulder	3,306
31	Iowa State University	3,269
32	University of Oregon	3,165
33	University of California-Santa Barbara	3,051
34	Georgia Institute of Technology-Main Campus	1,726

SOURCE: IPEDS Completions, 2014-15 Public AAU Institutions (N=34)