D3: Demographic Data & Diversity

UF Geosciences Pod

This is what was found by the UF Geosciences URGE Pod at the University of Florida on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data in the future. We divide the Deliverable into three main sections (Univ. Of Florida, UF Dept. Of Geological Sciences (GLY), UF Dept. Of Geography (GEO), each with three subsections (Demographic Data Collection, Diversity Goals, & Proposed Future Policy Directions). We complete the document with comparisons with other organizations and a summary of what was learned.

University of Florida
Demographic Data Collection (students)

The UF Enrollment and Demographic Data Website - This is UF’s public-facing online database for enrollment and demographic data. The data is available from 2008-2020 and includes:

- Headcount, Residency (In-state/Out-of-State), Gender (Male/Female only), Full-Time/Part-Time Status, Race/Ethnicity (Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, Nonresident Alien, Two or More Races, Race and Ethnicity Unknown, White, American Indian or Alaska Native), Class Level, Undergraduates Level, and Graduate Level.

In the Headcount Demographics Tab, one can filter data based on:

- Student Categories (i.e., On Campus/Online/Pathways to Online Campus Enrollment (PaCE) transition), College, and Major.

In the Headcount by Major Table, one can filter the data based on:

- All of the above, Class Level, Residency, Gender, and Race/Ethnicity.

Because demographic data are a filter criteria in the Headcount by Major Table (as total # of persons), demographic transitions/trends from year to year (University-wide and at the college, student type, and Major levels) can be evaluated. The ability to track demographic data for evaluating representation at UF is important given strong projected and observed shifts in the demographic makeup of the population of the State of Florida. (https://www.floridatrend.com/article/29770/floridas-hispanic-population-boom; https://www.americanprogress.org/issues/democracy/reports/2017/02/17/426569/states-of-change-2/).
The “Student Information File (SIF) as reported to the State University System of Florida Board of Governors” is the source of all UF demographic and enrollment data discussed above. According to the UF Office of Institutional Planning and Research, pre-2008 data is not publicly available as there was a federal change in how demographic data were reported at this time (personal communication of Scott Miller (URGE) with Dr. Cathy Lebo (Assistant Provost and Director of IPR).

Historical Black representation at UF (compiled by Scott Miller, URGE):
- The year UF integrated: 1958
- The year UF established an African American Studies program: 1969
- The year UF began offering an African American Studies minor: 2006
- The year UF began offering an African American Studies major: 2013
- The year UF committed to create an African American Studies Department: 2021
- The % of Floridians who are Black (2019 Census Estimate): 17%
- The % of the UF student population that is Black: 7%
- The UF admissions process is “race-blind”


Some observations about UF Demographic Data: With the ability to look at annual percentages and trends from 2008-present, the public and UF employees are able to evaluate UF’s demographic data. However, while the data tables are visible, the actual data is not available for download and no reason is given as to why this is the case. Therefore, in order to evaluate trends, individuals must filter for every year and every demographic and manually enter values seen into their own spreadsheet to evaluate demographic trends from year to year. This is difficult, time-consuming, and increases the possibility for human error in data entry/reporting. The webpage, powered by ‘Tableau Public’ web application, is unwieldy (zoom doesn’t fit page, slow loading, freezing and needing refresh often; difficult to find tabs, filter criteria, and download options).

When we compare the 2019 State of Florida (SoF) population to the 2019 UF student population, we observe that Black students are the most underrepresented group at UF, with an ~11% difference between the SoF population and the student population. Hispanic/Latino are the second most underrepresented group, with an ~6% difference between the SoF population and the student population (Fig. 1). The long-term underrepresentation of the Hispanic/Latino population is complicated by the possibility that Hispanic/Latino persons may more often identify as ‘Two or More Races’ than other race/ethnicity groups and the fact that the Hispanic/Latino SoF population has grown rapidly recently (see Florida Trend article above). In general, the mix between racial/ethnic, U.S. State, and national identity and existence of many mixed race people in Census surveys contribute to confusion about how to identify.
UF Demographic Data Collection (Faculty)

There are clear limitations to collecting demographic data during the hiring process from the United States federal government (Title VII of the Civil Rights Act of 1964 prohibits discrimination based on race, sex, age, etc.) and the State of Florida. UF is an Equal Opportunity and Affirmative Action Employer (https://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/#:~:text=UF%20actively%20promotes%20equal%20opportunity,prevent%20sexual%20discrimination%20and%20harassment). During the hiring process for all UF Faculty and GA’s, applicants are given the opportunity to report gender, race/ethnicity, age, country of origin, and perhaps more information. This information is collected specifically for self-reporting/monitoring.
demographics and is not considered during the hiring process (most likely it is removed) from the application before scrutiny.

**UF Diversity Goals & Initiatives**

As far as we know, by March 2021, UF has not set tangible (numerical) diversity goals for increasing enrollment for underrepresented racial groups. However, they have, as of 2021, added blurbs about Diversity or added contact information for Diversity Officers to several of their websites (e.g., [http://graduateschool.ufl.edu/](http://graduateschool.ufl.edu/)). They have also, as of 2021, committed to creating an African American Studies Department ([https://news.clas.ufl.edu/from-one-milestone-to-the-next-african-american-studies-at-uf/](https://news.clas.ufl.edu/from-one-milestone-to-the-next-african-american-studies-at-uf/)).

We’ve found that on the UF homepage ([http://www.ufl.edu/](http://www.ufl.edu/)), there is not much mention of diversity and equity. There is also no mention of the history of racial injustice that has taken place at UF on the UF history page ([http://www.ufl.edu/about/history/](http://www.ufl.edu/about/history/)), including but not limited to segregation and the naming of prominent University buildings after segregationists (Reitz Union as the main gathering place on campus and O’Connell Center the sports stadium for basketball, gymnastics, volleyball, and other arena sports; [https://www.miaminewtimes.com/arts/university-of-florida-asked-to-rename-reitz-union-and-oconnell-center-11658144](https://www.miaminewtimes.com/arts/university-of-florida-asked-to-rename-reitz-union-and-oconnell-center-11658144)). Since 2012, the Dream Defenders of Gainesville ([https://dreamdefenders.org/squadds/](https://dreamdefenders.org/squadds/)) have tried to get UF to change these abhorrent celebrations of segregationists and homophobes (see cooperation of J. Wayne Reitz with Johns Committees to abuse/expel/fire homosexual students and faculty; [http://www.floridapoliticalreview.com/renaming-the-reitz-union/](http://www.floridapoliticalreview.com/renaming-the-reitz-union/); [https://web.uflib.ufl.edu/spec/exhibits/altufjohns.htm](https://web.uflib.ufl.edu/spec/exhibits/altufjohns.htm)). From 2020-2021, a "boycott the Reitz" initiative has been picked up again by the Dream Defenders with support from CAPSUF(Coalition to Abolish Prison Slavery) in order to get UF to rename the Union and to end its contracts with Aramark Corporation, a proponent and user of prison labor. In 2020, UF agreed to end its own prison labor contracts ([https://www.alligator.org/article/2020/07/uf-to-continue-prison-labor-until-2021-at-the-latest](https://www.alligator.org/article/2020/07/uf-to-continue-prison-labor-until-2021-at-the-latest)) but has so far not divested from or ended contracts with businesses that employ prison labor, such as Aramark. UF is in talks with Aramark to renew its decades long contract.

**UF Diversity Statements**

UF has released a variety of public and internal Statements in recent years related to racial equality and anti-racism, mostly in response to nationally recognized hate crime events such as the unwarranted killing of unarmed Black people by police (Philando Castille, Alton Sterling, Brianna Taylor, George Floyd and many others) the Pulse shooting targeting LGBTQ groups, and the recent massacre of Asian American women in Atlanta. Public Statements are located here as far back as 2016 ([http://statements.ufl.edu/](http://statements.ufl.edu/)). These have come along with internal messages from UF President Fuchs and College of Arts and Sciences (CLAS) Leadership. We consider that public statements such as those titled 'UF Should Unite in Rejecting Racism' (President Fuchs, July 2016) are not only hollow, but, offensive, damaging and hypocritical because UF refuses to have a public dialogue about renaming buildings after
segregationists and contracting with corporations that use prison labor, and also have such disparate underrepresentation of Black students.

Proposed Future Policy for collecting demographic information to increase diversity

- Ask the UF Office of Institutional Planning and Research to make the demographic data they publish in visual formats (graphs and tables) available for download as real data tables (i.e., in MS Excel spreadsheets). Current download options are: Image, PDF, and Powerpoint.
**UF Dept. Of Geological Sciences**

**Demographic Data Collection**

The UF Dept. Of Geological Sciences does not collect any demographic data. For example, no data is collected on: current/former staff or students, applicant pools and those accepted, leadership boards or committee leadership, current and past presidents or department chairs, invited speakers, or awardees/recognitions. Publicly available demographic data from UF does show demographics of the Geology students (undergrad and grad) from 2008-2012 (Figure 2).

![Figure 2](https://www.census.gov/quickfacts/FL; https://ir.aa.ufl.edu/uffacts/enrollment-1/)

Figure 2 highlights serious overrepresentation of white students and serious underrepresentation of other groups compared to the rest of the UF population and to the SoF population. For example, there have been a total of 12 Black students in our Dept. from 2008-2019, and they were only present for two years, with six students each year. There is also significant underrepresentation of Latino/Hispanic students and Asian students. The longitudinal data (2008-2020) show virtually no progress in diversity over the past 12 years, possibly reflecting the national problem ([https://www.nature.com/articles/s41561-018-0116-6](https://www.nature.com/articles/s41561-018-0116-6)).

GLY does not collect demographic data during Faculty/GA hiring, that information is solicited by UF during the application process (see above section). Determining race of faculty and GA's
through face to face conversations (either by observation or asking) is difficult, and possibly unethical, racist, and awkward/unprofessional, depending on the reason and method of asking. To date, there has been one Black faculty member in the GLY department, who was here for about 5 years in the 1990s. URGE members of the GLY Department are proud to announce that the most recent job search (AI/Machine Learning), out of approximately 70 applicants, 60 of them were persons of color. The other 10 people included half men and half women. This is the result of advertising on non-traditional channels (including Twitter). 3 of 4 competitive candidates that were interviewed were persons of color. However, the job was offered to a white woman from the Global North. If this person is hired, 9 hires in the past 4 years all went to white people. GLY currently has 1 Faculty of color (Associate Professor).

Seminar leaders/schedulers have also not elected to collect demographic information from invited speakers, although they have achieved gender parity in recent years (finding this an easier metric to determine). Department researchers can formally request, collect, and analyze demographic information from individuals within the GLY community (course participants, undergraduate majors, and graduate students) in surveys, but only after IRB approval. This process was undertaken by a Graduate Assistant in 2018 but was a significant endeavor and requires monetary support in the form of a research grant to yield longitudinal insight (long term trends).

Diversity Goals

The Dept. Of GLY does not have any clearly articulated general or measurable goals for achieving increased diversity or representation. However, the ‘Diversity, Equity, and Inclusion’ Committee formed in 2020 (consisting of four members (three Faculty and one Graduate student), three of whom are active members in URGE) are working with Faculty and GSOGS (Geological Sciences Organization of Graduate Students) to address barriers to communication and inclusivity in our Department revealed by the 2020 DEI Climate Survey.

Diversity, Equity, and Inclusion’ (link) is a subheading under the ‘Department’ Tab on the Department homepage (https://geology.ufl.edu/). This webpage lists resources for diversity, including: Diversity Statement, Department Leadership and Ombudsman, DEI Committee Members, professional society Diversity Statements, and various support and grant opportunities). The text of our Diversity Statement as of 4/2/21:

“The Department of Geological Sciences at the University of Florida is committed to a welcoming, safe, inclusive, and equitable environment for our students, staff, postdocs, and faculty. We value the opportunity to share ideas, solve problems, and learn from people with diverse experiences and backgrounds that inform their unique contributions. We respect a multiplicity of identities including, but not limited to race, ethnicity, gender, sexual orientation, economic status, abilities, religious beliefs, age, and national origin because our community is strengthened by our differences and our commonalities.”

Action Items for GLY Dept regarding Demographics – Work with DEI committee to:

1. Articulate specific long and short-term priorities for representation in the department (and have these reflected in an updated Diversity Statement), likely involving URGE & DEI drafting formal proposals/initiatives (Scott Miller could be a lead) and presenting them to
Faculty/Leadership (Exec. Committee). This includes but is not limited to discussions on the feasibility of collecting, reporting, and/or utilizing voluntary demographic data to evaluate and increase our diversity in a) student populations; b) hiring practices (faculty and graduate students); c) seminar speakers.

a. Initiate a discussion with dept leadership (executive committee) and possibly the rest of the faculty on the current and past demographics of the Department (student, Faculty, GA) populations. The following actions could be proposed:
   i. Acknowledgement of 2008-present student data and lack of diversity.
   ii. Evaluating undergraduate student demographic data on an annual basis and taking actionable steps to change the current trajectory (e.g. reaching out to underrepresented groups at community events, majors fairs, offering to give seminars to clubs and local high schools, etc., and tracking all of these efforts).
   iii. Discuss the feasibility of collecting, reporting, and/or utilizing voluntary demographic data during hiring of Faculty and GA’s.
   iv. Provide suggestions to Dept. Webmaster (Diana) about how we can better advertise for representation on the webpage
      1. Get appropriate permissions to use images of people to replace abstract thin section banner on DEI page. Alternatively, put the DEI Statement overlaid on thin section image (also include it on alt text or somewhere else on screen for those using screen readers).
      2. Publishing the 2008-present data on our website as an acknowledgement that we are critically evaluating the state of our educational system and also outlining tangible steps we’re taking to do better.

b. Propose to Mark Brenner (seminar organizer) to send a voluntary form to speakers asking for demographic information with a brief explanation that we are trying to track our DEI efforts and increase visibility for scientists of underrepresented groups.
   i. An extension of this effort would be to ask speakers if they’re amenable to being recorded and published or broadcast live (and not recorded) on our website, using sample language “In order to increase visibility of invited speakers to our Dept., promote their research, and promote our Dept. as a space for enlightening academic forum to people of all backgrounds, race/ethnicity, ages, and jobs, etc., we invite all speakers to agree to have their seminars recorded and published on our website. For recording/publishing talks: this process involves a tentative agreement (answer Y/N here), but the video will only be published after it is reviewed in full by the speaker. If there is anything in the video that the speaker does not want published, the recording will not be published at all.
**UF Dept. Of Geography**  
**Demographic Data Collection**

The UF Dept. Of Geography **does not tabulate** demographic data for any of the following: current staff or students, applicant pools and those accepted, leadership boards or committee leadership, current and past presidents or department chairs, invited speakers, or awardees/recognitions. Publicly available demographic data from UF does show demographics of the Geography Major from 2008-2012 (Figure 3). However, the department actively recruits students through several outlets aimed to reach under represented communities, including specialty groups within the American Association of Geographers.

![Pie Chart: State of Florida population 2019 (%)](image1)

![Pie Chart: UF GEO enrollment 2019 (Count, undergrad + grad)](image2)

![Pie Chart: UF enrollment 2019 (Count, undergrad + grad)](image3)

![Bar Chart: UF Geography Enrollment (Undergrad + Grad) 2008-2020](image4)

Figure 3. Demographics for UF Dept. of Geography (2008-2020). Sources: [https://www.census.gov/quickfacts/FL](https://www.census.gov/quickfacts/FL); [https://ir.aa.ufl.edu/uffacts/enrollment-1/](https://ir.aa.ufl.edu/uffacts/enrollment-1/).

It is unlikely GEO collects demographic information on students or faculty, probably for the same reasons as GLY. According to the published data by UF, GEO does a better job with racial/ethnic diversity than GLY. GEO has had at least one longstanding Black Faculty member, Dr. Barbara McDade-Gordon, who has recently retired.

**Diversity Goals**

**Proposed Future Policy for collecting demographic information to increase diversity**

- How are data collected, reported, tracked, and utilized in decision-making?
• Are there general goals stated at your organization for achieving representation?
  ❍ At the time of Deliverable submission, these questions remain unanswered. A post-submission Action Item is to answer these questions; however, we provide a summary of recent GEO efforts here.

The Geography Department has an active DEI committee with a public website, https://geog.ufl.edu/department/diversity-equity-and-inclusion/, monthly meetings including faculty and two graduate student representatives. Both groups are active in reaching out to faculty and students and graduate students reps report on outreach and seek feedback monthly. In addition to establishing an anonymous reporting process (also on the website), the department DEI has implemented a large and sustained social media effort to introduce and highlight BIPOC geographers (students, faculty, researchers, professionals) from inside and beyond the department/university. The social media effort is headed by a part-time OPS employee GEO is invested paid by the Department Chair. In 2021, the social media effort has included a large effort to highlight Black geographers during Black History Month, equal efforts to introduce women in Geography, and currently planning for LGBTQ+ Pride month, and indigenous peoples month. These efforts are not limited to UF alum or active students/employees and are aimed to amplify those voices and endeavors and grow our own diversity initiatives in recruiting.

Comparison of UF/UF GLY/UF GEO Practices with other Organizations
While the following links would be useful for comparison with our Pod, this Deliverable is already lengthy and full of comparisons of UF and UF Departments with demographics of the State of Florida. We leave comparisons with national data and with other universities as potential follow-ups.

• Creating and Promoting Gender Equity and Diversity in Professional Geological Societies - https://eartharxiv.org/repository/view/2060/
• https://diversity.ucsd.edu/accountability/#Dashboards
• https://diversity.ldeo.columbia.edu/seminardiversity
• https://diversity.ldeo.columbia.edu/seminardiversity - Increase diversity in seminars
• https://www.nature.com/articles/d41586-019-03784-x - No all-male panels

Summary of what We Learned

Geology Dept: The exercised exposed numerous shortcomings in how we track (or don’t track) diversity in our department(s). It will take time to develop and enact a strategy to address the lack of demographic data. One of the other shortcomings that became apparent is that we don’t have clearly articulated diversity goals that guide our DEI efforts. The Geology Department’s DEI committee will take this up as an action item over the coming months to develop these
goals and post them on the DEI page on our department website. GLY Department Pod members have learned a lot from talking with the GEO members, and hope to follow in the footsteps of GEO by investing in a dedicated outreach/social media OPS employee or GA. Discussions with Faculty have been initiated on this topic (Action Item: follow up).

**Geography Dept.: TBD, post-submission Action Item**

**Action Items not associated with Demographic Data, but relevant to the Deliverable**

- We ask that UF publicly acknowledge its racist history and make amends to fix it. This includes but is not limited to:
  - Renaming prominent buildings on campus after people who are/were not racist, segregationist, or homophobic, including the Reitz Union and the O'Connell Center.
  - Acknowledge the segregationist history of UF on the "history of UF" webpage and provide evidence of Current Actions they are taking to become anti-racist.
  - Acknowledge the "land grab" history of UF on the "history of UF" page, and that UF was built on unceded Timucua land.

**Appendix 1. Data Tables**

### Department of Geography (all class levels including undergrad and grad)

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**2019 Racial Makeup of SoF [https://www.census.gov/quickfacts/FL]**

- White, not Hispanic or Latino, percent: 53.2
- Hispanic or Latino: 26.4
- Black or African American: 16.9
- Asian: 3
- American Indian or Alaska Native: 0.5
- Native Hawaiian or Other Pacific Islander: 0.1

**Sources:** [https://www.census.gov/quickfacts/FL](https://www.census.gov/quickfacts/FL); [https://ir.a.a.ufl.edu/uffacts/enrollment-1/](https://ir.a.a.ufl.edu/uffacts/enrollment-1/).