

STATE BOARD OF EDUCATION
Consent Item
November 18, 2014

SUBJECT: Approval of the Division of Florida Colleges Employment Equity Accountability Program Progress Report: 2011-2012 through 2013-2014

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1012.86, Florida Statutes

EXECUTIVE SUMMARY

Pursuant to section 1012.86, Florida Statutes, each Florida College System institution shall develop a plan for increasing the representation of minorities and females in specific employment positions: senior level administrative positions, full-time faculty, and employees who have attained continuing contract status for instructional positions. The statute requires that the plans include measurable goals, objectives, strategies and timelines for accomplishing these goals and objectives. The statute also requires college presidents and the heads of each college's major administrative divisions be evaluated annually on the progress made toward meeting the goals and objectives of the college's plan. Each college president is also required to annually update their respective employment accountability plan. This information is the foundation for The Florida College System Employment Equity Accountability Program Progress Report. It reflects progress made toward diversity in employment and recruitment that has occurred in Florida's College System during the school years, 2011-2012 through 2013-2014.

Supporting Documentation Included: The Division of Florida Colleges Employment Equity Accountability Program Progress Report for 2011-2012 through 2013-2014.

Facilitator: Randy Hanna, Chancellor, Florida College System



Employment Equity Accountability Program
Progress Report for 2011-2012 through 2013-2014
The Division of Florida Colleges



**The Florida College System
Employment Equity Accountability Program Progress Report
For 2011-2012 through 2013-2014**

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Introduction

Pursuant to section (§)1012.86, Florida Statute, (F.S.), *Florida College System institution employment equity accountability program*, each Florida public college shall develop a plan for increasing the representation of minorities and females in three specific employment categories: senior-level administrative positions, also referred to as Executive/Administrative/Managerial (EAM) positions; full-time instructional staff; and instructional staff with continuing contracts. Each college president is also required to annually update their respective employment accountability program plan. This information is then used to prepare the Florida College System Employment Equity Accountability Program Progress Report. This report reflects progress made toward increasing diversity in recruitment and employment efforts that have occurred in the Florida College System from 2011-2012 to 2013-2014. The statute requires the State Board of Education to submit this report to the President of the Senate and the Speaker of the House of Representatives. For purposes of this report, the terms, the “Florida College System” or “college(s)” are used to refer to the collective body of Florida’s 28 public state colleges, colleges and community colleges.

Section 1012.86, F.S., further requires colleges to establish employment goals for increasing minority and female representation in the previously identified categories and to develop methods and strategies to increase employment in those areas where goals were not achieved. Colleges establish quantitative employment goals based on statutorily-required national standard benchmarks to measure progress and address the under-representation of minority and/or female employees. The benchmarks are derived from the United States Census Bureau American Community Survey (U.S. Census) and include estimated percentage rates of persons over the age of 25, by race and gender, with earned credentials necessary to hold college senior-level and faculty positions. The colleges were provided U.S. Census data, reflecting the estimated percentage rates of persons by race and gender who have obtained baccalaureate, graduate or professional degrees and who reside in the catchment area of each college’s respective service region. Colleges may establish additional goals to increase the representation of minorities and females. One example is a goal of striving to mirror the demographic representation of the college’s student population.

This report summarizes responses from college presidents and their respective boards of trustees to the requirements of the statute. Analysis is based upon the employment data provided by the 28 colleges to the Division of Florida Colleges, via the personnel database and the Integrated Postsecondary Education Data System (IPEDS), Fall Staff Annual Personnel Report (APR) 2009-2010 – APR 2013-2014. The analysis in this report also summarizes specific methods and strategies reported by individual colleges to further increase the representation of minorities and females in EAM, full-time instructional, and instructional with continuing contracts. Additionally, as required by statute, the report summarizes information regarding annual evaluations of college presidents and certain administrative personnel on efforts toward meeting the goals and objectives to increase employment in the targeted areas. Finally, the statute requires information related to the process of awarding continuing contract status to full-time instructional staff, information related to budgetary incentives to increase diversity and information regarding salaries.

Systemwide Summary of Progress

Data in this section of the report reflect the numerical changes, percentage differences and percentages of total systemwide minority and female personnel from 2011-2012 to 2013-2014 in EAM positions, full-time instructional staff and instructional staff with continuing contracts. Minority positions are categorized according to blacks, Hispanics and other minorities. Other minorities are comprised of Asians, Hawaiian/Pacific Islanders, Native Americans, Alaskan Natives, bi-racial minorities and multi-racial minorities. Other minorities, as defined, are analyzed as a group due to the low representation of one race that could result in an invalid statistical analysis for any particular class.

Pages 4-6 reflect historical personnel trends from 2009-2010 through 2013-2014. Each spreadsheet reflects employment data for EAM positions, full-time instructional staff and instructional staff with continuing contracts, respectively. In addition to reflecting data of employees by race and gender, the tables also reflect systemwide U.S. Census benchmarks for black, Hispanic, other minority and total female personnel. These benchmarks, as referenced in the introduction were obtained from the 2009 American Educational Attainment Census.

The historical personnel trends reflected in the following spreadsheets are from 2009-2010 to 2013-2014. However, this summary analysis offers a perspective on how minorities and females in each employment area have fluctuated from 2011-2012 to 2013-2014 and from 2012-2013 to 2013-2014 for the Florida College System. Benchmark achievement analysis and a five-year data analysis will be provided further in the report.

Florida College System

College: System

Historical Track of College Full-Time Exec/Administrative/Managerial Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

							Employment													
Census																				
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu. Pop.	2009-10		2010-11		2011-12		2012-13		2013-14					
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14		
Black	Female	62,437	3.6	31,228	3.1	11.4%	67	5.9	67	5.9	78	6.8	85	7.3	95	7.6	10	11.8%		
	Male	44,118	2.5	21,889	2.2	6.83%	67	5.9	64	5.6	65	5.7	65	5.6	65	5.2	0	0.0%		
	Total	106,555	6.1	53,117	5.3	18.3%	134	11.8	131	11.5	143	12.5	150	12.8	160	12.7	10	6.7%		
Hispanic	Female	93,653	5.4	56,185	5.6	14.5%	53	4.7	55	4.8	56	4.9	50	4.3	62	4.9	12	24.0%		
	Male	83,552	4.8	63,062	6.3	10.1%	39	3.4	52	4.5	54	4.7	53	4.5	55	4.4	2	3.8%		
	Total	177,205	10.1	119,247	11.8	24.6%	92	8.1	107	9.4	110	9.6	103	8.8	117	9.3	14	13.6%		
Non-Resident Aliens	Female	0	0.0	0	0.0	0.83%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%		
	Male	0	0.0	0	0.0	0.69%	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0	-1	(100.0%)		
	Total	0	0.0	0	0.0	1.52%	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0	-1	(100.0%)		
Other	Female	50,550	2.9	23,151	2.3	6.77%	13	1.1	20	1.7	15	1.3	16	1.4	17	1.4	1	6.3%		
	Male	42,070	2.4	30,855	3.1	5.48%	7	0.6	12	1.0	11	1.0	11	0.9	16	1.3	5	45.5%		
	Total	92,620	5.3	54,006	5.4	12.3%	20	1.8	32	2.8	26	2.3	27	2.3	33	2.6	6	22.2%		
White	Female	657,337	37.6	340,522	33.8	24.4%	452	39.8	448	39.2	449	39.2	473	40.4	515	41.0	42	8.9%		
	Male	716,609	40.9	441,562	43.8	19.0%	438	38.6	426	37.2	418	36.5	416	35.6	430	34.3	14	3.4%		
	Total	1,373,946	78.5	782,084	77.6	43.4%	890	78.3	874	76.4	867	75.7	889	76.0	945	75.3	56	6.3%		
Total	Female	863,977	49.4	451,086	44.7	57.9%	585	51.5	590	51.6	598	52.2	624	53.3	689	54.9	65	10.4%		
	Male	886,349	50.6	557,368	55.3	42.1%	551	48.5	554	48.4	548	47.8	546	46.7	566	45.1	20	3.7%		
	Total	1,750,326	100.0	1,008,454	100.0	100%	1,136	100.0	1,144	100.0	1,146	100.0	1,170	100.0	1,255	100.0	85	7.3%		

Community College and Technical Center Management Information Systems EQUITY 09/25/14; 11:44:09 Source: April 2010 - April 2014, 2009 American FactFinder Educational Attainment Census Data, Student Data Base 2013

Notes: Integrated Postsecondary Education Data System: Fall Staff Criteria Used For Data Categorization. Department of Education collection years begin with the Summer Term. (example 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population/Total Degree Holding Population Within the Colleges Service Area.

Florida College System

College: System

Historical Track of College Full-Time Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

							Employment													
Census																				
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu. Pop.	2009-10		2010-11		2011-12		2012-13		2013-14					
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14		
Black	Female	62,437	3.6	31,228	3.1	11.4%	315	6.0	308	5.7	321	5.7	322	5.7	357	6.2	35	10.9%		
	Male	44,118	2.5	21,889	2.2	6.83%	200	3.8	203	3.7	223	4.0	236	4.2	242	4.2	6	2.5%		
	Total	106,555	6.1	53,117	5.3	18.3%	515	9.8	511	9.4	544	9.7	558	9.9	599	10.3	41	7.3%		
Hispanic	Female	93,653	5.4	56,185	5.6	14.5%	283	5.4	306	5.6	333	5.9	332	5.9	349	6.0	17	5.1%		
	Male	83,552	4.8	63,062	6.3	10.1%	231	4.4	251	4.6	265	4.7	265	4.7	290	5.0	25	9.4%		
	Total	177,205	10.1	119,247	11.8	24.6%	514	9.8	557	10.3	598	10.6	597	10.6	639	11.0	42	7.0%		
Non-Resident Aliens	Female	0	0.0	0	0.0	0.83%	8	0.2	8	0.1	12	0.2	11	0.2	9	0.2	-2	(18.2%)		
	Male	0	0.0	0	0.0	0.69%	7	0.1	10	0.2	15	0.3	15	0.3	13	0.2	-2	(13.3%)		
	Total	0	0.0	0	0.0	1.52%	15	0.3	18	0.3	27	0.5	26	0.5	22	0.4	-4	(15.4%)		
Other	Female	50,550	2.9	23,151	2.3	6.77%	92	1.7	115	2.1	130	2.3	137	2.4	143	2.5	6	4.4%		
	Male	42,070	2.4	30,855	3.1	5.48%	104	2.0	122	2.3	123	2.2	134	2.4	127	2.2	-7	(5.2%)		
	Total	92,620	5.3	54,006	5.4	12.3%	196	3.7	237	4.4	253	4.5	271	4.8	270	4.7	-1	(0.4%)		
White	Female	657,337	37.6	340,522	33.8	24.4%	2,275	43.2	2,328	43.0	2,383	42.4	2,384	42.2	2,414	41.6	30	1.3%		
	Male	716,609	40.9	441,562	43.8	19.0%	1,750	33.2	1,767	32.6	1,817	32.3	1,815	32.1	1,856	32.0	41	2.3%		
	Total	1,373,946	78.5	782,084	77.6	43.4%	4,025	76.4	4,095	75.6	4,200	74.7	4,199	74.3	4,270	73.6	71	1.7%		
Total	Female	863,977	49.4	451,086	44.7	57.9%	2,973	56.5	3,065	56.6	3,179	56.5	3,186	56.4	3,272	56.4	86	2.7%		
	Male	886,349	50.6	557,368	55.3	42.1%	2,292	43.5	2,353	43.4	2,443	43.5	2,465	43.6	2,528	43.6	63	2.6%		
	Total	1,750,326	100.0	1,008,454	100.0	100%	5,265	100.0	5,418	100.0	5,622	100.0	5,651	100.0	5,800	100.0	149	2.6%		

Community College and Technical Center Management Information Systems EQUITY 09/25/14; 11:44:09 Source: April 2010 - April 2014, 2009 American FactFinder Educational Attainment Census Data, Student Data Base 2013

Notes: Integrated Postsecondary Education Data System: Fall Staff Criteria Used For Data Categorization. Department of Education collection years begin with the Summer Term. (example 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population/Total Degree Holding Population Within the Colleges Service Area.

Florida College System

College: System

Historical Track of College Full-Time Continuing Contract Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

							Employment													
Census																				
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu. Pop.	2009-10		2010-11		2011-12		2012-13		2013-14					
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14		
Black	Female	62,437	3.6	31,228	3.1	11.4%	218	5.9	205	5.3	208	5.3	204	5.2	211	5.3	7	3.4%		
	Male	44,118	2.5	21,889	2.2	6.83%	150	4.1	147	3.8	152	3.9	149	3.8	153	3.9	4	2.7%		
	Total	106,555	6.1	53,117	5.3	18.3%	368	10.0	352	9.2	360	9.1	353	9.0	364	9.2	11	3.1%		
Hispanic	Female	93,653	5.4	56,185	5.6	14.5%	214	5.8	240	6.2	249	6.3	251	6.4	263	6.6	12	4.8%		
	Male	83,552	4.8	63,062	6.3	10.1%	169	4.6	193	5.0	201	5.1	209	5.3	216	5.4	7	3.3%		
	Total	177,205	10.1	119,247	11.8	24.6%	383	10.4	433	11.3	450	11.4	460	11.8	479	12.1	19	4.1%		
Non-Resident Aliens	Female	0	0.0	0	0.0	0.83%	2	0.1	4	0.1	4	0.1	2	0.1	1	0.0	-1	(50.0%)		
	Male	0	0.0	0	0.0	0.69%	2	0.1	3	0.1	5	0.1	6	0.2	5	0.1	-1	(16.7%)		
	Total	0	0.0	0	0.0	1.52%	4	0.1	7	0.2	9	0.2	8	0.2	6	0.2	-2	(25.0%)		
Other	Female	50,550	2.9	23,151	2.3	6.77%	55	1.5	75	2.0	88	2.2	96	2.5	97	2.4	1	1.0%		
	Male	42,070	2.4	30,855	3.1	5.48%	79	2.1	93	2.4	93	2.4	104	2.7	101	2.5	-3	(2.9%)		
	Total	92,620	5.3	54,006	5.4	12.3%	134	3.6	168	4.4	181	4.6	200	5.1	198	5.0	-2	(1.0%)		
White	Female	657,337	37.6	340,522	33.8	24.4%	1,548	41.9	1,588	41.3	1,642	41.7	1,628	41.6	1,637	41.2	9	0.6%		
	Male	716,609	40.9	441,562	43.8	19.0%	1,255	34.0	1,296	33.7	1,294	32.9	1,265	32.3	1,290	32.5	25	2.0%		
	Total	1,373,946	78.5	782,084	77.6	43.4%	2,803	75.9	2,884	75.0	2,936	74.6	2,893	73.9	2,927	73.7	34	1.2%		
Total	Female	863,977	49.4	451,086	44.7	57.9%	2,037	55.2	2,112	54.9	2,191	55.7	2,181	55.7	2,209	55.6	28	1.3%		
	Male	886,349	50.6	557,368	55.3	42.1%	1,655	44.8	1,732	45.1	1,745	44.3	1,733	44.3	1,765	44.4	32	1.8%		
	Total	1,750,326	100.0	1,008,454	100.0	100%	3,692	100.0	3,844	100.0	3,936	100.0	3,914	100.0	3,974	100.0	60	1.5%		

Community College and Technical Center Management Information Systems EQUITY 09/25/14; 11:44:09 Source: April 2010 - April 2014, 2009 American FactFinder Educational Attainment Census Data, Student Data Base 2013

Notes: Integrated Postsecondary Education Data System: Fall Staff Criteria Used For Data Categorization. Department of Education collection years begin with the Summer Term. (example 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population/Total Degree Holding Population Within the Colleges Service Area.

Executive/Administrative/Managerial Staff

The total number of persons in EAM positions in the Florida College System increased 8.7 percent from 1,146 in 2011-2012 to 1,255 in 2013-2014 (a net increase of 109 positions). Positions in this category occupied by minorities and females increased as follows.

- **Positions occupied by black personnel** increased, from 143 in 2011-2012 to 160 in 2013-2014. Systemwide, there was an increase of 17 black females; however, there were no changes among black males over this three-year period. The number of black males in EAM positions has remained at 65 for the last three years, while the number of black females has increased from 78 in 2011-2012 to 95 in 2013-2014. The increase in the number of black personnel in 2013-2014 reflected an increase of 6.7 percent over the number of black EAM personnel in 2012-2013.
- **Positions occupied by Hispanic personnel** increased, from 110 in 2011-2012 to 117 in 2013-2014. Systemwide, there was a net increase of six females and one male. Hispanic persons represented 9.3 percent of all EAM positions in 2013-2014. This was less than the percentage of Hispanics represented in 2011-2012, but only by 0.3 of a percentage point. However, the number of Hispanic personnel in 2013-2014, increased 13.6 percent compared to the number of Hispanic EAM employees in 2012-2013.
- **Positions occupied by other minorities** increased by seven, from 26 in 2011-2012 to 33 in 2013-2014. Systemwide, there was an increase of two females and five males. The total percentage of other minorities in EAM positions in 2013-2014 was 2.6 percent, which was 0.3 of a percentage point higher than in 2011-2012. Although the percentage is relatively low, the numerical increase from the previous year, 2012-2013, reflects a 22.2 percent increase. Other minorities remain the least represented minority group among EAM staff in the Florida College System.
- **Positions occupied by females** increased by 91 systemwide, from 598 in 2011-2012 to 689 in 2013-2014. The percentage of females among all EAM positions in 2013-2014, was 54.9 percent. The percentage of females in 2013-2014 also reflected a 2.7 percentage point increase from 2011-2012. Numerically, the representation of females in 2013-2014 increased 10.4 percent among all female EAM personnel in 2012-2013.

Overall, colleges have **increased** the representation of minorities and females in EAM positions over the last three years. When asked what barriers colleges face in efforts to recruit and hire more minorities and/or females, colleges reported that budgetary constraints, low turnover and competition from urban colleges and universities continue to account for the small changes in employment, especially among smaller rural colleges.

Full-time Instructional Staff

Overall, full-time instructional staff **increased** by 178 positions, from 5,622 in 2011-2012 to 5,800 in 2013-2014. Positions in this category occupied by minorities and females increased as follows.

- **Positions occupied by black personnel** increased by 55, from 544 in 2011-2012 to 599 in 2013-2014, or by nine percent. There was an increase of 36 females and 19 males. The percentage of black persons in full-time instructional positions in 2013-2014 was 10.3 percent, which reflects an increase 7.3 percent from 2012-2013.

- **Positions occupied by Hispanic personnel** increased by 42 from 598 in 2011-2012 to 639 in 2013-2014. There was an increase of 16 females and 25 males. The percentage of Hispanic personnel in 2013-2014 represents 11.0 percent of all full-time instructor positions. The total number of Hispanics increased by 7.0 percent from 2012-2013 to 2013-2014.
- **Positions occupied by other minorities** increased by 17, from 253 in 2011-2012 to 270 in 2013-2014 and reflects 4.7 percent of all full-time instructors. From 2012-2013 to 2013-2014, there was an increase of 13 females and four males, reflecting less than one percentage point increase.
- **Positions occupied by females** increased by 93, from 3,179 in 2011-2012 to 3,272 in 2013-2014. The total percent of females in full-time instructional positions in 2013-2014 was 56.4 percent.

Overall, the percentage of positions held by minorities and females in full-time instructional positions in the Florida College System **increased** from 2011-2012 to 2013-2014. Numerically, the largest increase occurred with the addition of 93 females into full-time instructional positions. Barriers for increasing the representation of minorities and females that were reported from some colleges included the decline in student enrollments and its effect on adding new instructional positions. Budget constraints continue to be cited as a barrier to adding more instructional positions.

Instructional Staff with Continuing Contracts

Overall, instructional staff with continuing contracts **increased** by 38 positions, from 3,936 in 2011-2012, to 3,974 in 2013-2014. Positions in this category occupied by females and minorities **increased** as follows.

- **Positions occupied by black personnel** increased from 360 positions in 2011-2012 to 364 positions in 2013-2014. There were 211 females and 153 males, representing 9.2 percent of the total instructional staff with continuing contracts.
- **Positions occupied by Hispanic personnel** increased by 29 positions, from 450 in 2011-2012 to 479 in 2013-2014. Females outnumber males, 263 to 216; and numerically, positions held by Hispanics increased by 4.1 percent from 2012-2013 to 2013-2014.
- **Positions occupied by other minorities** increased from 181 in 2011-2012 to 198 in 2013-2014. The number of males increased over this period from 93 to 101, while females increased by nine. Compared to 2012-2013, there was a decrease of two positions in 2013-2014.
- **Positions occupied by females** increased from 2,191 in 2011-2012 to 2,209 in 2013-2014. Females represented 55.6 percent of the total instructional staff with continuing contracts in 2013-2014, compared to 55.7 percent in 2012-2013.

The percentage of positions held by minorities and females **increased** for full-time instructional staff with continuing contracts in the Florida College System from 2011-2012 to 2013-2014. The most common barrier cited by colleges for not experiencing higher rates of increases was an amendment in Rule 6A-14.0411, Florida Administrative Code (F.A.C.), amended April 23, 2013, that changed the length of time by which an instructor could be considered for continuing contract status from three to five years.

College Employment Compared with National Benchmarks

This section examines how well FCS institutions met or exceeded national benchmarks standards in 2013-2014 for their respective service areas. Each college's employment data are compared to the national benchmarks established for increasing the percentages of minorities and females in the three employment categories: EAM, full-time instructional staff and full-time instructional staff with continuing contracts. According to the colleges, the majority of positions in these categories require a graduate or higher professional degree; therefore, U.S. Census data that reflects this educational attainment was used as benchmarks by all colleges.

While systemwide percentages represent the educational attainment for the state of Florida, each college is provided percentage benchmark standards representing the county or counties served by that college. This provides a more realistic benchmark for each college in striving to have an employment pool that reflects the area served by each institution.

Based on data for college personnel employed in EAM, full-time instructional staff and full-time instructional staff with continuing contracts, data and trends are noted for how well colleges met or surpassed their respective U.S. Census benchmarks. The following table, *A. Benchmark Achievements by College*, reflects each college's achievement toward meeting or surpassing the percentage benchmarks for blacks, Hispanics, other minorities and females in each employment category. Total numbers and percentages are reflected at the bottom of the table for the system as a whole. Areas highlighted in yellow reflect individual college goals that were achieved in 2013-2014.

A. Employment Benchmark Achievements by College

A. Employment Benchmark Achievements by College for 2013-2014																								
Legend: Black, Hispanic, Other Minority; Female																								
College	Executive/Administrative/Managerial								Full-time Instructional Staff								Full-time Instructional Staff with Continuing Contracts							
	Black		Hispanic		Other Minority		Female		Black		Hispanic		Other Minority		Female		Black		Hispanic		Other Minority		Female	
	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual
Broward College	8.2	17	6.20	12.6	6	1.5	46	56.3	8.2	18.1	6	18.4	6	6	46	52.3	8.2	16	6	18.8	6	6.3	46	51.4
Chipola College	8.8	3.7	1.8	0	5	0	53.6	55.6	8.8	2.4	1.8	1.8	5	0	53.6	69	8.8	0	1.8	4.2	5	0	53.6	62.5
College of Central Florida	5	16.9	3.2	1.7	3.3	3.4	44.7	62.7	5	6.1	3.2	2.6	3.3	2.6	44.7	52.6	5	6.1	3.2	2.4	3.3	2.4	44.7	54.9
Daytona State College	5.6	9.2	3.5	6.2	3.6	1.5	44.2	52.3	5.6	8.9	3.5	3.3	3.6	1	44.2	49.7	5.6	8.2	3.5	3.3	3.6	3.7	44.2	47.8
Eastern Florida State College	2.5	10.5	3.3	0	5.1	0	39.2	47.4	2.5	8	3.3	2.5	5.1	7.1	39.2	58	2.5	6.3	3.3	2.1	5.1	7.3	39.2	57.3
Florida Keys Community	0.9	18.2	6.5	9.1	3.4	0	38.7	54.5	0.9	5	6.5	5	3.4	5	38.7	60	0.9	0	6.5	25	3.4	0	38.7	75
Florida Gateway College	5.8	0	3	0	3.2	0	44	50	5.8	4.5	3	7.6	3.2	3	44	57.6	5.8	3.3	3	13.3	3.2	3.3	44	46.7
Florida SouthWestern State College	1.6	9.8	3.2	0	2.6	0	42	46.3	1.6	4.8	3.2	3	2.6	1.8	42	55.7	1.6	3.5	3.2	1.2	2.6	2.3	42	58.1
Florida State College at Jacksonville	11.6	14	3.7	2	5.8	5	46.6	55	11.6	14.2	3.7	4.2	5.8	5.7	46.6	56.2	11.6	11	3.7	5.2	5.8	7.1	46.6	55.2
Gulf Coast State College	4.7	12	2	0	4.5	0	42.9	56	4.7	7.8	2	2.9	4.5	2	42.9	61.8	4.7	10.2	2	0	4.5	0	42.6	57.1
Hillsborough Community College	5.2	18.6	10	13.6	7.4	1.7	45.6	59.3	5.2	8.4	10	9.1	7.4	4.9	45.6	55.5	5.2	7.7	10	10.1	7.4	4.3	45.6	52.9
Indian River State College	3.8	12.1	2.6	6.1	2.8	0	44.5	42.4	3.8	11.2	2.6	4.4	2.8	6.8	44.5	55.3	3.8	9.6	2.6	5.7	2.8	7	44.5	55.4
Lake-Sumter State College	3.2	11.5	3.6	0	3	0	42.7	61.5	3.2	5.1	3.6	1.3	3	1.3	42.7	67.9	3.2	7.1	3.6	0	3	0	42.7	75
Miami Dade College	5.1	19.8	33.7	45.5	5.2	2	46.4	49.5	5.1	16.3	33.7	43.2	5.2	5.9	46.4	53	5.1	13.6	33.7	42.6	5.2	6.7	46.4	52.6
North Florida Community College	11.1	0	2.1	12.5	2.7	12.5	54.7	62.5	11.1	3.3	2.1	6.7	2.7	3.3	54.7	60	11.1	0	2.1	0	2.7	0	54.7	40
Northwest Florida State College	2.4	8.3	2.2	0	3.5	8.3	55.6	50	2.4	4	2.2	1	3.5	8	55.6	56	2.4	4.7	2.2	1.6	3.5	7.8	55.6	51.6
Palm Beach State College	3.2	21.9	5.7	12.5	4.7	0	43.3	59.4	3.2	13.4	5.7	2.6	4.7	3.4	43.3	57.5	3.2	13	5.7	10.6	4.7	4.3	43.3	59.4
Pasco-Hernando State College	1.5	4.5	3.4	13.6	5.3	0	46.8	45.5	1.5	5.4	3.4	5.4	5.3	1.5	46.8	68.5	1.5	6.1	3.4	3.7	5.3	0	46.8	74.4
Pensacola State College	6.5	7.3	2.2	4.9	3.6	2.4	43.1	58.5	6.5	8.7	2.2	2.2	3.6	10.4	43.1	60.4	6.5	6.2	2.2	2.3	3.6	0.8	43.1	55.8
Polk State College	5.7	27.6	4.5	13.8	4.8	0	45.3	58.6	5.7	6.3	4.5	5	4.4	2.5	45.3	60.6	5.7	7.1	4.5	7.1	4.8	2	45.3	61.2

A. Employment Benchmark Achievements by College for 2013-2014

Legend: Black, Hispanic, Other Minority; Female

College	Executive/Administrative/Managerial								Full-time Instructional Staff								Full-time Instructional Staff with Continuing Contracts							
	Black		Hispanic		Other Minority		Female		Black		Hispanic		Other Minority		Female		Black		Hispanic		Other Minority		Female	
	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual	Goals	Actual
Santa Fe College	5	9.8	4.4	3.3	9.9	3.3	45	54.1	5	6.7	4.4	5.5	9.9	2.5	45	55.5	5	5.5	4.4	4.9	9.9	2.2	45	56
Seminole State College of Florida	5.3	9.1	7.3	15.2	7.8	6.1	43.2	60.6	5	5.1	4.4	7.6	9.9	4.6	45	60.9	5	5.2	4.4	8.4	9.9	5.2	45	64.3
South Florida State College	2.1	5.6	4.5	5.6	6.6	0	46.5	50	2.1	4.6	4.5	1.5	6.6	1.5	46.5	55.4	2.1	2	4.5	0	6.6	2	46.5	51
St. Johns River State College	3.7	10	2.8	3.3	3.9	0	44.4	60	3.7	9.5	2.8	2.9	3.9	3.6	44.4	53.3	3.7	8.9	2.8	0	3.9	1.8	44.4	46.4
St. Petersburg College	3.1	9.4	3.5	3.4	4.9	3.1	44.1	52.8	3.1	9.1	3.5	4.6	4.9	4.8	44.1	55.6	3.1	6.8	3.5	5.1	4.9	6	44.1	53.8
State College of Florida, Manatee-Sarasota	1.7	8.8	2.4	5.9	1.8	5.9	43.9	67.6	1.7	5.5	2.4	4.1	1.8	2.1	43.9	64.1	1.7	5.3	2.4	5.3	1.8	3.2	43.9	62.1
Tallahassee Community College	15.2	22.7	2.6	0	6.7	4.5	53.3	54.4	15.2	19.8	2.6	8.3	6.7	2.1	53.3	60.4	15.2	16.7	2.6	8.7	6.7	1.3	53.3	57.3
Valencia College	7	5.5	10.7	6.8	10.1	4.1	45.1	57.5	7	8.6	10.7	9.1	10.1	5	45.1	57.5	7	6.9	10.7	9.3	10.1	4.8	45.1	59
TOTAL meeting goal (in yellow)		24		14		4		25		25		17		9		28		20		17		10		26
Percent of Colleges Meeting U.S. Census Benchmarks		86%		50%		14%		89%		89%		61%		32%		100%		71%		61%		36%		93%

Community College and Technical Center Management Information Systems EQUITY 09/25/14; 11:44:09 Source: April 2010 – April 2014, 2009 American FactFinder Educational Attainment Census Data, Student Data Base 2013

Notes: Integrated Postsecondary Education Data System: Fall Staff Criteria Used For Data Categorization. Department of Education collection years begin with the Summer Term. (example 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population/Total Degree Holding Population Within the Colleges Service Area.

Benchmark goals for blacks and African Americans

Second to females, more colleges met goals for blacks than were met for Hispanics and other minorities. Twenty colleges met goals for black representation in all three employment categories; and twenty-five colleges, or 89 percent of all FCS institutions, met goals for blacks among full-time instructional positions. Similarly, 86 percent of all institutions met goals for blacks for EAM positions, while 71 percent met goals for full-time instructional continuing contract positions.

Benchmarks goals for Hispanics

Nine colleges met goals for Hispanics in all three employment categories. Additionally, goals for full-time instructional staff and full-time instructional staff with continuing contracts were met by seventeen colleges, or 61 percent, respectively. Fourteen colleges, 50 percent, met goals for Hispanics in EAM positions.

Benchmark goals for other minorities

Three colleges achieved benchmark goals for other minorities for all three employment categories. However, this category continues to be the most challenging for colleges, especially among EAM positions, where only four, or 14 percent, of the colleges met goals.

Benchmark goals for females

Goals for females were met in more employment categories and among more colleges than were met for minorities. Twenty-five colleges met goals for females in all three employment categories; and all colleges met goals for females among full-time instructional staff. The percentages of colleges achieving goals for EAM positions and instructors with continuing contract status were 89 percent and 93 percent, respectively.

Noteworthy

- State College of Florida, Manatee-Sarasota, met benchmarks for all minorities and females in every category of employment in this year's study. This is the third consecutive year for this college to meet all benchmarks.
- Three colleges, Broward College, Indian River State College and Miami Dade College met benchmarks in all but one category.

Systemwide Five-year Equity Benchmark Achievement

The appendix offers a five-year snapshot of the systemwide representation of black, Hispanic, other minority and female positions in EAM, full-time instructional staff and full-time instructional staff with continuing contract status, respectively. These twelve charts reflect five-year trends of each class for each employment area.

Systemwide, the following U.S. Census benchmarks represent the percent of black, Hispanic, other minority and total females in Florida who have a graduate degree or higher and are over the age of 25. Systemwide, these are the benchmarks used to measure success for the Florida College System.

Black:	5.3 percent
Hispanic:	11.8 percent
Other minority:	5.4 percent
Female	44.7 percent

Source: 2009 American FactFinder Educational Attainment Census Data, SDB2013

Equity Achievement Trends

Black Representation

The percentage of black representation in EAM positions has remained above 11 percent since 2009-2010 and slightly higher than 12 percent over the last three years, reflecting 12.7 percent in 2013-2014. Comparatively, the percentage of black representation among full-time instructional staff, has remained between nine and ten percent over the same period. The percentage has increased over the last four years. The percentage of black full-time instructional staff with continuing contracts peaked in 2009-2010 at ten percent; however, it has remained above nine percent over the last four years. The percentage increased slightly in 2013-2014 to 9.2 percent. Representation of black employees has surpassed the U.S. Census benchmark of 5.3 percent in all targeted employment areas for the last five years.

Hispanic Representation

The percentage of Hispanic representation in EAM positions remains lower than the U.S. Census benchmark of 11.8 percent. Over the last five years, the percentage has fluctuated between a low of 8.1 percent in 2009-2010 to a high of 9.6 percent in 2011-2012. Hispanic representation was 9.3 percent in 2013-2014 for EAM positions. The percent of Hispanics represented in full-time instructional positions, systemwide, has continued to increase from 9.8 percent in 2009-2010 to a high of 11.0 percent in 2013-2014. Hispanics in full-time instructional positions with continuing contract status have increased from 10.4 percent in 2009-2010 to 12.1 percent in 2013-2014. Full-time instructional staff with continuing contracts is the only Hispanic employment category to currently surpass the U.S. Census benchmark of 11.8 percent.

Other Minority Representation

Colleges continue to struggle to meet benchmarks for other minorities, especially in EAM positions. The percentage for EAM positions has remained below 3 percent and below the U.S. Census benchmark of 5.4 percent for the last five years. Full-time instructional staff positions fare a little better. The percentage has increased from a low of 3.7 percent in 2009-2010 to 4.7 percent in 2013-2014. Likewise, other minorities among full-time instructional staff with continuing contracts have reflected a slightly higher percentage with a low of 3.6 percent in 2009-2010 to five percent in 2013-2014.

Female Representation

Overall, with the exception of two colleges, the systemwide benchmarks for females were achieved in all employment categories. EAM positions have increased over the last five years from 51.5 percent in 2009-2010 to 54.9 percent in 2013-2014. Females in full-time instructional positions reflect the highest percentage for females among all three employment categories. The percentages have remained relatively steady, ranging between 56.4 percent and 56.6 percent. Representation among full-time instructional staff with continuing contracts is slightly lower, with representation ranging from 55.2 percent in 2009-2010 to 55.6 percent in 2013-2014.

Summary of Employment of Targeted Positions

Overall, the Florida College System continues to increase the representation of minorities and females in the targeted employment categories where opportunities are present, such as vacancies from persons leaving the system or from retirements. Colleges continue to struggle recruiting and hiring other minorities, especially for EAM positions. It is noteworthy that the systemwide benchmark for black representation is 5.3 percent, compared to 5.4 percent for other minorities. However, black representation always surpasses representation of other minorities, excluding Hispanics; and the representation of other minorities remains below the systemwide benchmark.

An additional consideration is the size and location of the institution. The addition or loss of just one person can significantly alter the percentage of any particular race or gender for a small college. All colleges report attempts to recruit from other areas of the state and/or nationally; however, the rural colleges often report that they cannot compete with the salaries offered by larger universities or the attractiveness of larger urban-located institutions.

Florida's colleges continue to implement methods and strategies to increase the representation of minorities and females in the targeted employment categories; and they continue to evaluate key executive personnel, including efforts by college presidents to achieve goals. The next section presents a sampling of methods and strategies submitted by colleges as part of their employment equity accountability plans.

Methods Reported for Increasing Diversity in Employment

EAM and Full-time Instructional Positions

Methods and strategies submitted by colleges to increase the representation of minorities and females in EAM and full-time instructional positions vary. The most common strategies include the following.

- Advertising and posting vacancies on websites and in publications that target minority populations
- Creating a Minority Recruitment Taskforce to evaluate hiring trends and data and to determine if barriers exist in current practices for hiring minorities
- Distributing job postings to presidents of NAACP organizations to send to members
- Increasing efforts in recruitment on a national scale when the college can afford to do so
- Providing professional development, including opportunities for advanced educational attainment to prepare personnel for promotion into EAM positions
- Implementing required diversity training, especially among supervisors and administrators
- Increasing cultural educational activities to increase diversity awareness and understanding within the college community
- Ensuring that there are diversity representatives serving on search committees and ensuring that candidate pools include persons of diversity whenever possible
- Encouraging faculty and other personnel to represent the college in the community as ambassadors and mentors to a diverse population of high school students aspiring to have careers in higher education

Additional Employment Equity Accountability Program Requirements

In addition to data analysis, establishment of goals to reach benchmarks, and developing methods to increase the employment of minorities and females, colleges must also include additional information in their respective plans required under s.1012.86, F.S. The following information relates to: key personnel evaluations on achieving equity goals, evaluations of college presidents on achieving equity goals, maintaining diversity on personnel selection committees, processes for granting continuing contract status, budgetary incentive plans to support and ensure attainment of equity goals, and personnel and salary information.

1. Key personnel evaluations on achieving equity goals

Colleges must address how their institutional leaders of each major administrative division are evaluated on progress made toward meeting the goals and objectives of their college's employment equity accountability plan.

- For 2013-2014, colleges reported that department chairpersons, deans, provosts and vice presidents or campus presidents were evaluated on their efforts to achieve diversity as part of their annual performance appraisals.
- Colleges also reported that if evaluations indicated that an administrator's efforts were less than satisfactory, a course of corrective action was developed by that college's respective president.

2. Evaluations of college presidents on achieving equity goals

Colleges are required to submit information that summarizes the annual evaluation of their respective college president by the college's board of trustees regarding the president's achievement of annual and long-term goals for employment equity.

- Four colleges experienced turnover among their respective presidents in 2013-2014, including Chipola College, Florida State College at Jacksonville, Gulf Coast State College and South Florida State College. The dates of outgoing presidents and incoming new presidents may affect a college's ability to evaluate their president's effectiveness in achieving employment equity. Subsequent college equity reports for affected colleges will reflect the evaluation following the first year anniversary of any new president.
- Colleges submitted verification that their respective presidents were evaluated regarding their efforts to achieve annual and long-term goals.
- Summaries of each college president's efforts to achieve employment equity goals were also included in each college report as appropriate.
- Colleges that did not have turnover among their respective presidents reported that their presidents received positive and commendable evaluations by their boards of trustees regarding employment equity achievement.

3. Maintaining diversity on personnel selection committees

FCS institutions are required to develop guidelines for ensuring diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. The following are a sampling of guidelines implemented.

- An employment manager reviews the screen committees for gender and minority composition.
- All members of screening committees undergo equity and diversity training prior to beginning the committee process and deliberations.
- All screening committees must be approved by the president, vice president or provost, and the director of the human resources department.
- College equity officers serve as ad hoc members of screening committees to ensure diversity.

4. Processes for granting continuing contract status

Requirements to grant a continuing contract

- Colleges have revised policies and procedures for granting continuing contract status in order to comply with Rule 6A-14.0411, F.A.C., effective April 23, 2013. The amendment changes the minimum length of time a faculty member must be employed before becoming eligible for continuing contract status and it changes the criteria under which faculty are evaluated for this status.
- Prior to and during 2012-2013, all candidates had to be full-time faculty with a satisfactory performance for a minimum of three years of continuous service and in a period not to exceed five successive years starting from their first year, except for leave duly authorized and granted. Under Rule 6A-14.0411, F.A.C., the minimum time for continuous service changed to five years and in a period not to exceed seven years.

Rule 6A-14.0411, Florida Administrative Code (F.A.C.)

Beginning with the 2013-2014 Employment Equity Accountability Program, colleges developed processes used to grant continuing contracts to comply with Rule 6A-14.0411, F.A.C. Part (3) of the rule states, "Each board of trustees, after receiving a recommendation from the president and ensuring that input has been received from the faculty, shall establish criteria which must be met by a full-time faculty member before a continuing contract may be awarded. Such criteria shall include:

1. Quantifiable measured effectiveness in the performance of faculty duties;
2. Continuing professional development;
3. Currency and scope of subject matter knowledge;
4. Relevant feedback from students, faculty and employers of students;
5. Service to the department, college and community; and,
6. Criteria determined by the board under subsection (8) of this rule."

Criteria to measure student success

Subsection (8) of this rule requires district boards of trustees to develop appropriate criteria to measure student success.

A brief description of the process used to grant continuing contract status

Colleges reported similar processes as have been used in recent years. For 2013-2014, those processes include some of the following.

- Application for tenure
- Completion of a tenure portfolio that documents accomplishments, training and professional development
- Regular self-assessment
- Evidence of significant contributions to the college and the community and teaching excellence
- Having been appointed a fifth year without reservation
- Successful completion of additional coursework
- Majority recommendation by committees (including faculty tenure committees) and/or college administrators (vice presidents and provosts) who make recommendations to the college president
- Demonstration of professional competence and mastery of subject matter
- Peer reviews
- Student opinion surveys
- Classroom instructional reviews by deans and/or associate deans
- Annual performance reviews

- Accomplishment of individualized goals
- Educational qualifications required by Southern Association of Colleges and Schools
- Consideration of the length of time, the duties and responsibilities of the position
- Recommendations for continuing contracts submitted to college presidents for consideration and for presentation to the boards of trustees for final approval
- Other criteria determined by each college's district board of trustees

5. Budgetary incentive plans to support and ensure attainment of equity goals

All colleges submitted information related to budgetary plans as per this requirement. Colleges reported that incentive plans were developed to provide professional development to targeted underrepresented minorities. Additionally, some colleges reported developing budgets for targeted recruitment practices such as posting vacancies in publications for diverse populations. However, several colleges also reported that due to budget cuts, there were limitations in how well they could implement their plans.

6. Personnel and salary information must be included in each college's plan that describes job classification titles, appointment status and salary information.

- All colleges submitted a comparison of salary information of newly hired personnel and personnel with comparable experience and qualifications.
- All colleges submitted data reports and salary information as required by the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS).

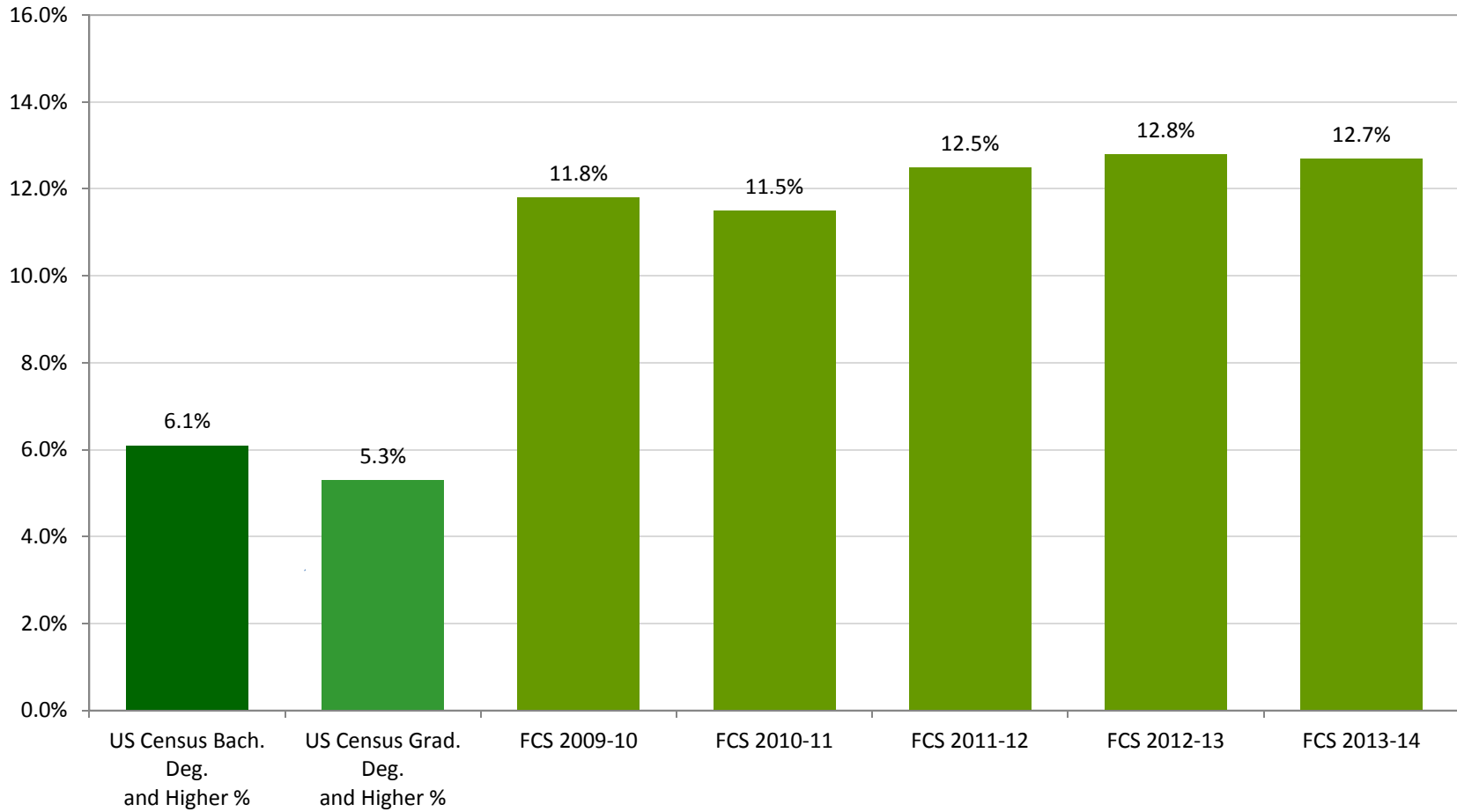
Related Information and Conclusion

The Division of Florida Colleges has administrative responsibility for functions related to equity and civil rights compliance within the Florida College System. In addition to requirements under §1012.86, F.S., the Division of Florida Colleges is also responsible for requirements associated with the Florida Education Equity Act, §1000.05 F.S., and other applicable federal civil rights regulations. Federal laws include Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act, Title II implementing the Americans with Disabilities Amendment Act of 2008, the Age Discrimination Act and Title IX, which prohibits discrimination based on sex in any educational programs, activities or employment. The Division of Florida Colleges provides on-going training and technical assistance to colleges in efforts to increase diversity among traditionally underrepresented groups of employees and students. Additionally, technical assistance is provided as required in statute to persons designated by each college to be responsible for civil rights compliance issues and for preparing annual updates to each college's educational and employment equity accountability plans. This ensures that relevant statutory requirements are met, and that goals and strategies provide reasonable promise of success. The Division of Florida Colleges also serves in the capacity of coordinator of methods of administration as required by U.S. Department of Education, Office for Civil Rights. This requires annual civil rights compliance reviews of selected colleges. Technical assistance is provided to help ensure that no student or employee is discriminated against on the basis of race, color, ethnicity, national origin, sex, disability, genetic information or marital status in the Florida College System. This concludes the Florida College System Employment Equity Accountability Program Progress Report that addresses reporting requirements under §1012.86, F.S.

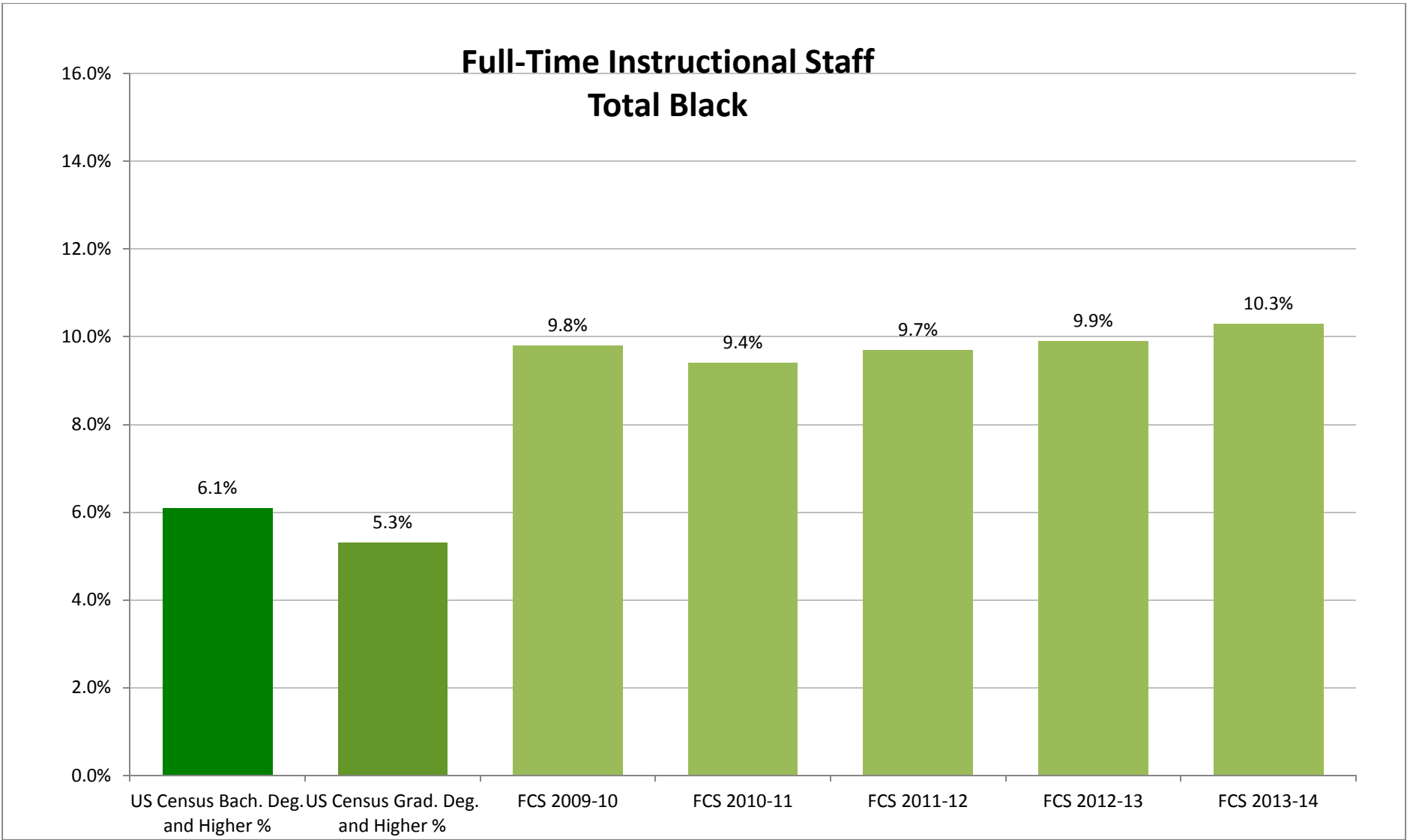
Appendix

Florida College System Equity Charts

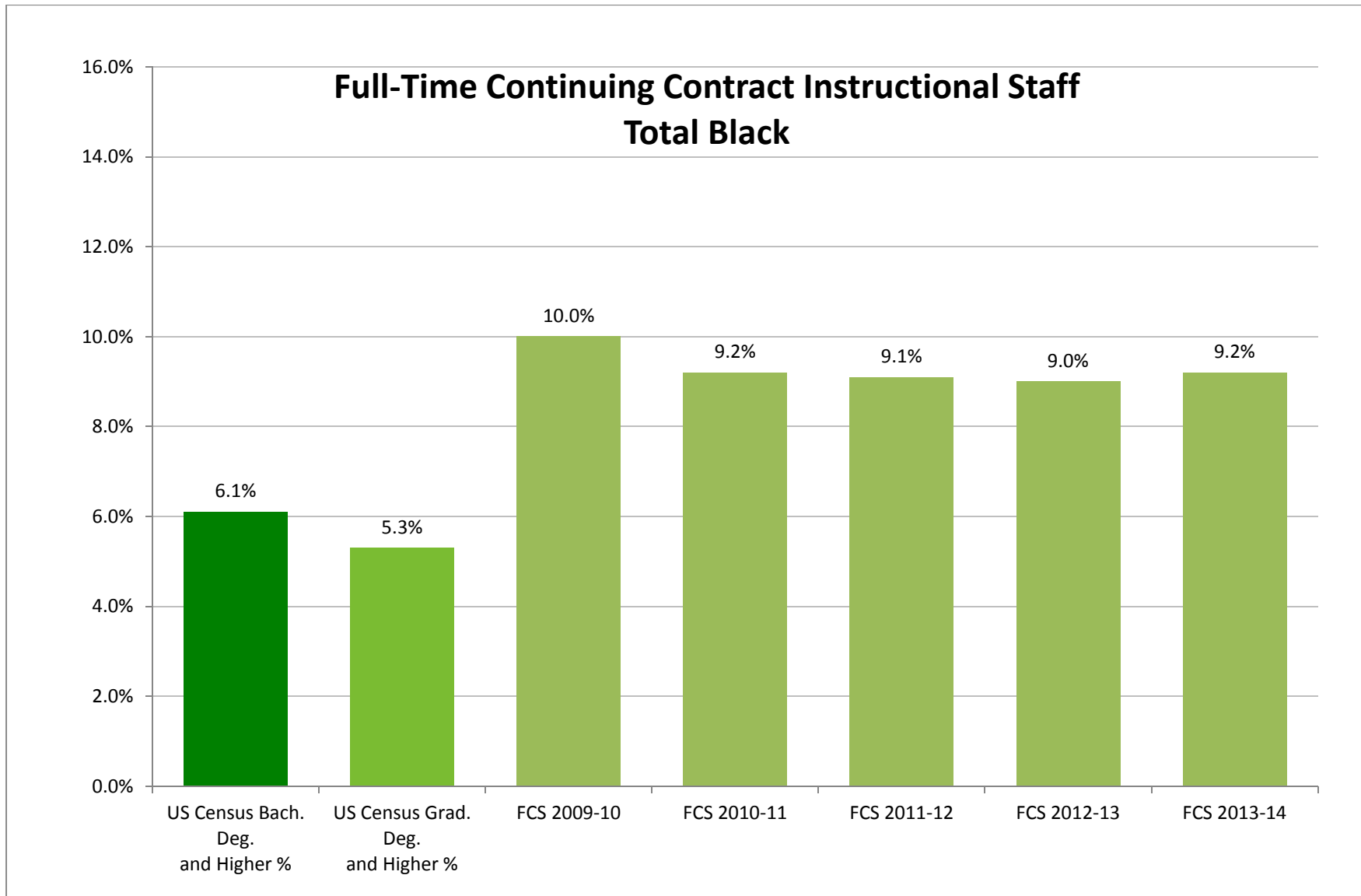
Full-Time Executive/Administrative/Managerial Staff Total Black



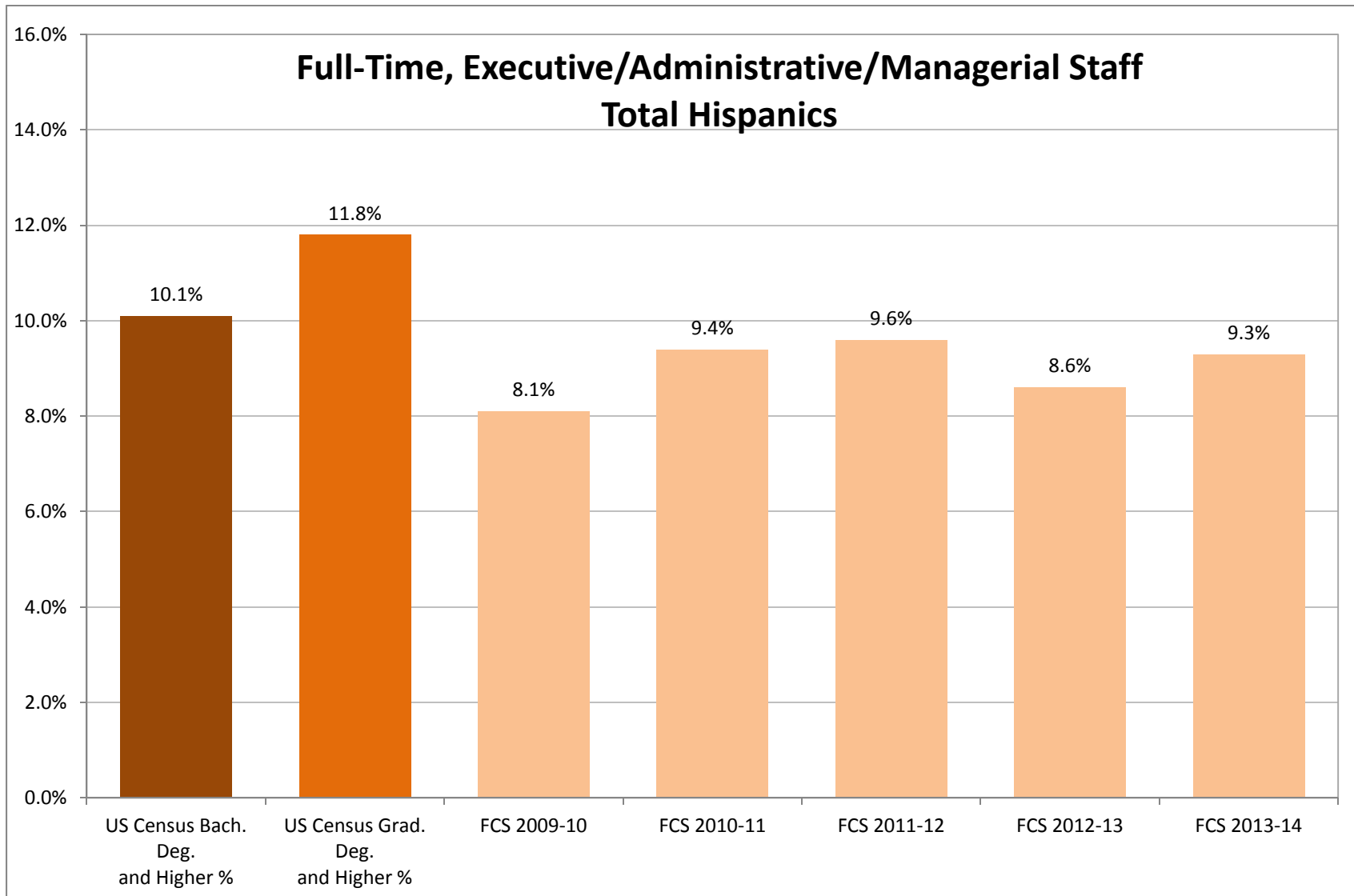
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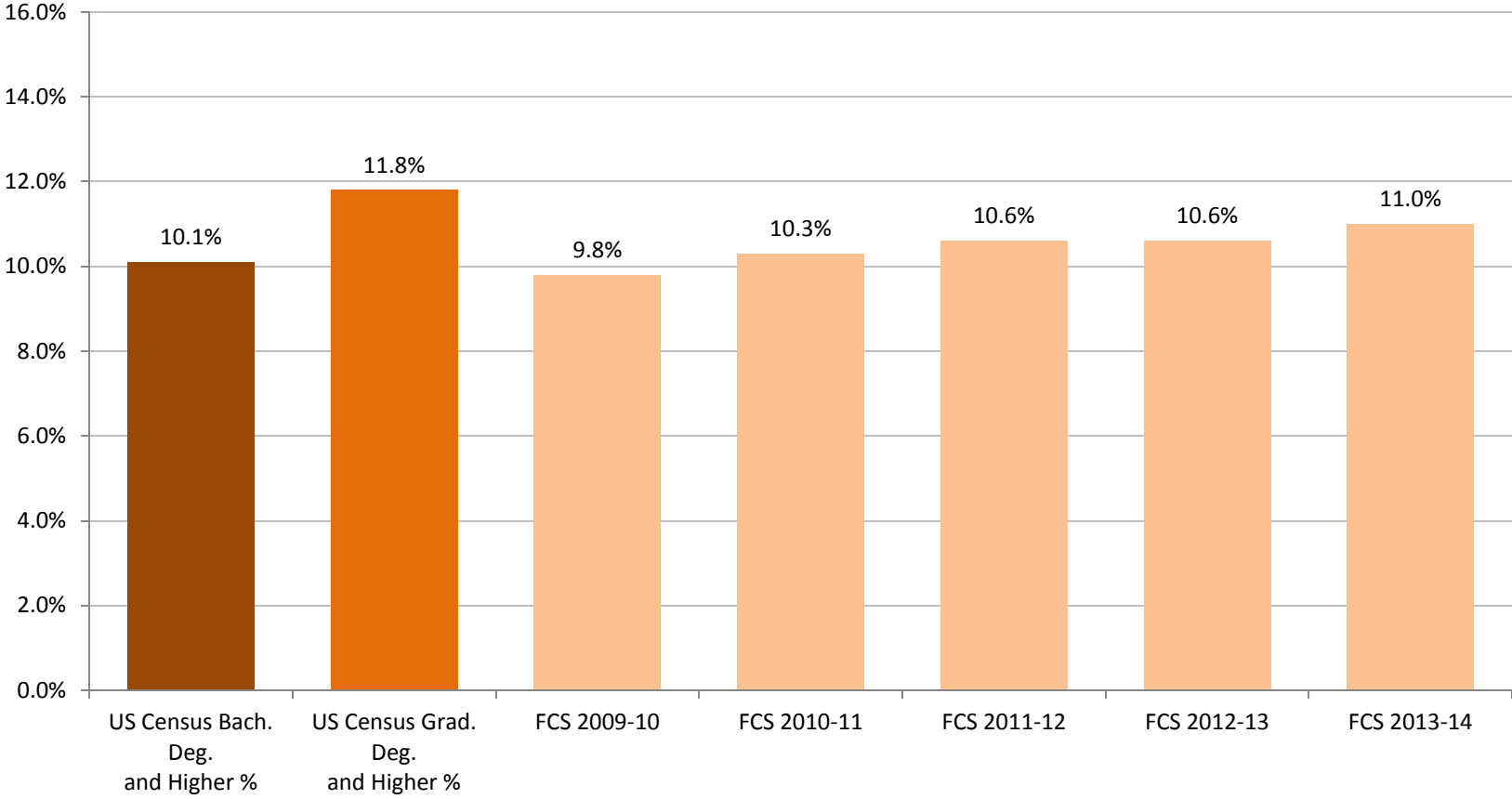


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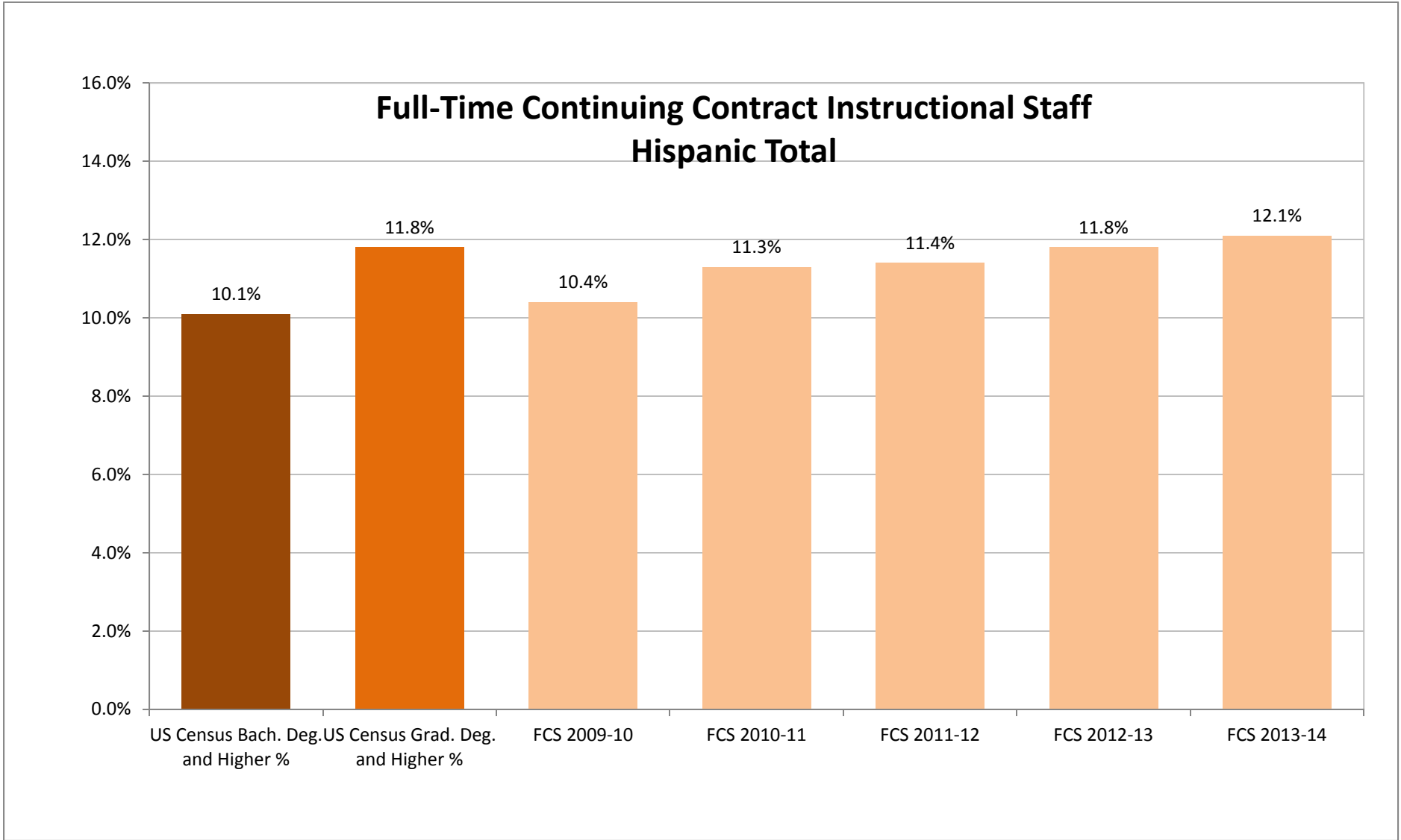


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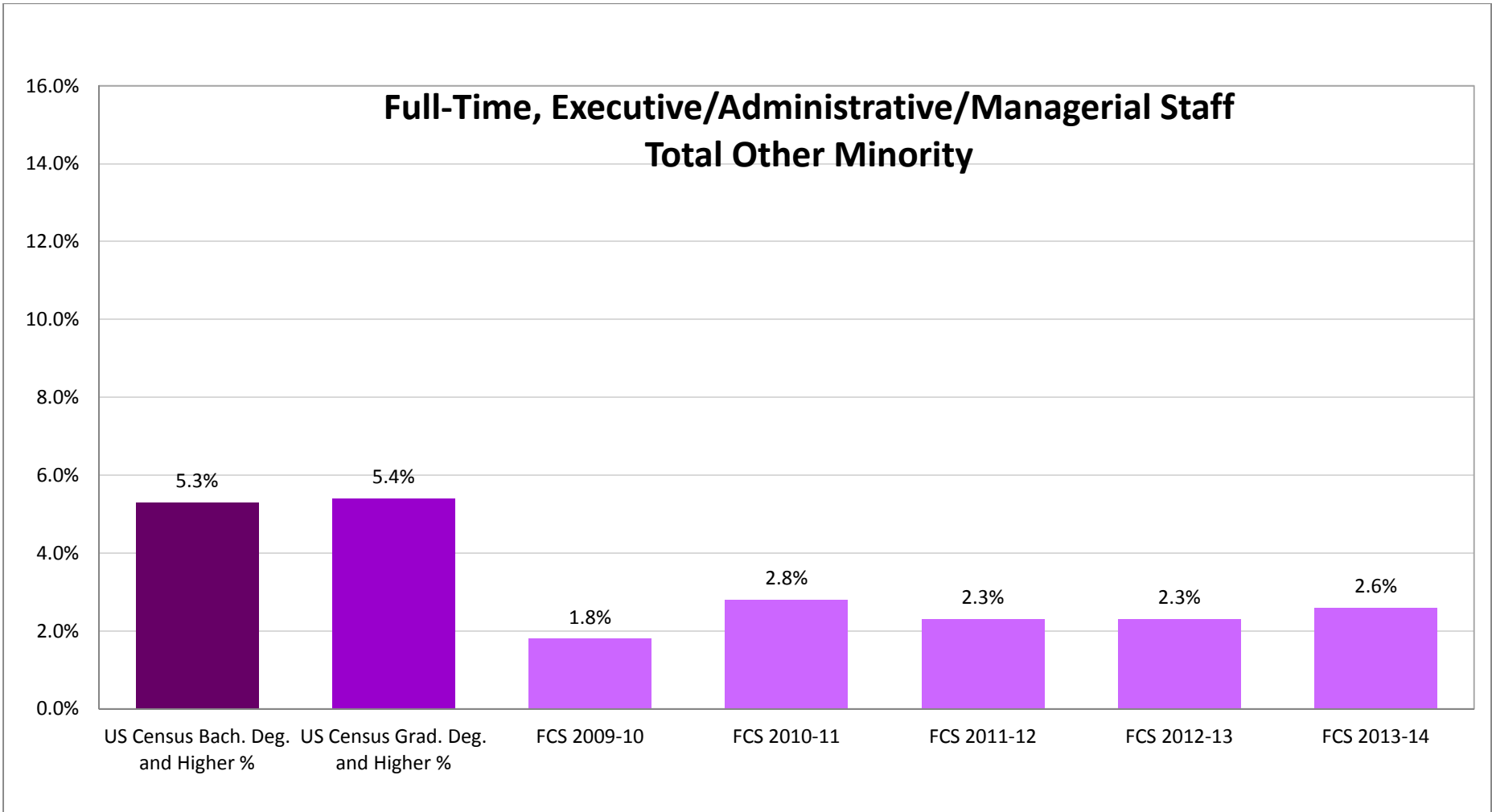
Full-Time Instructional Staff Total Hispanics



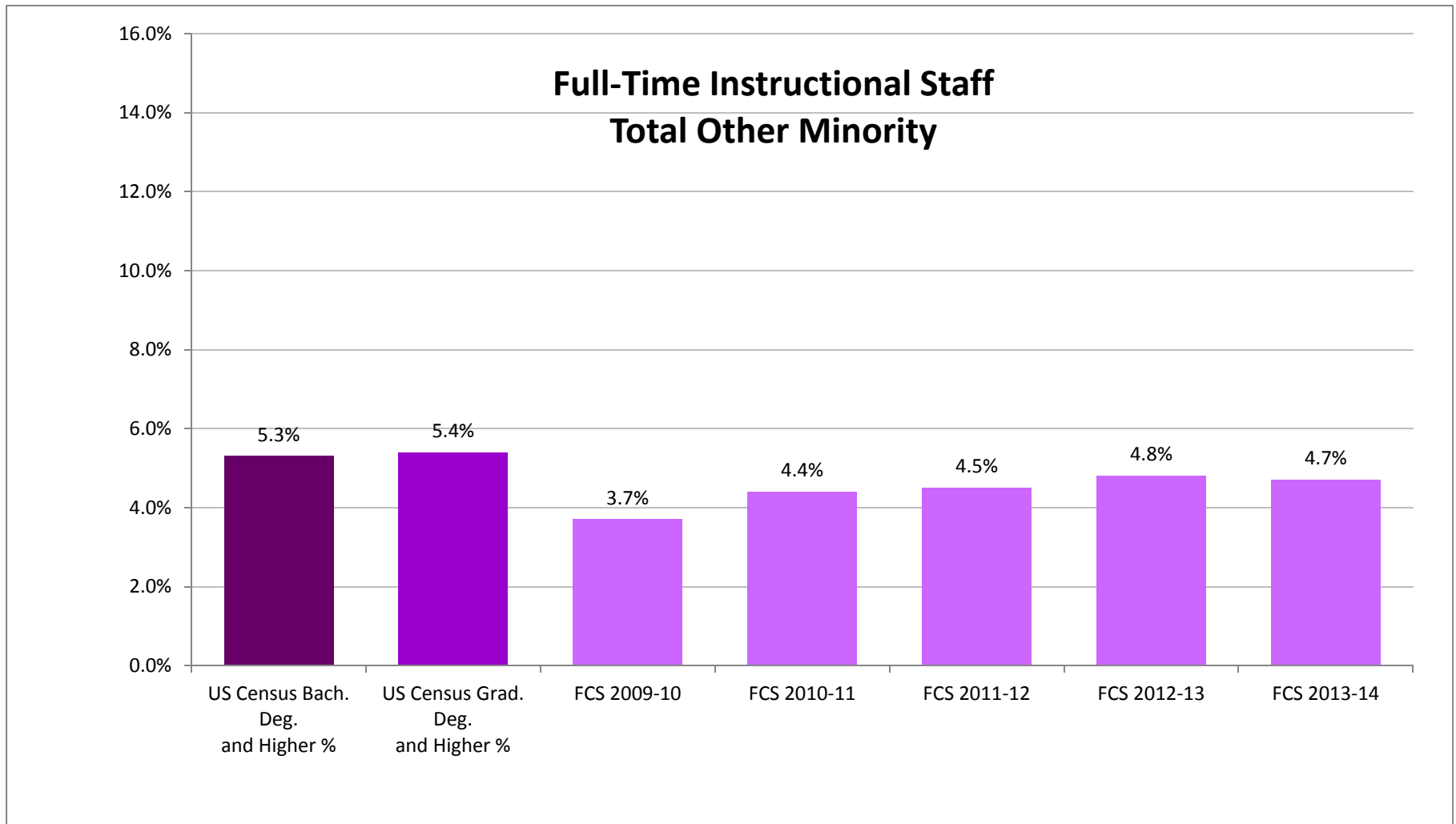
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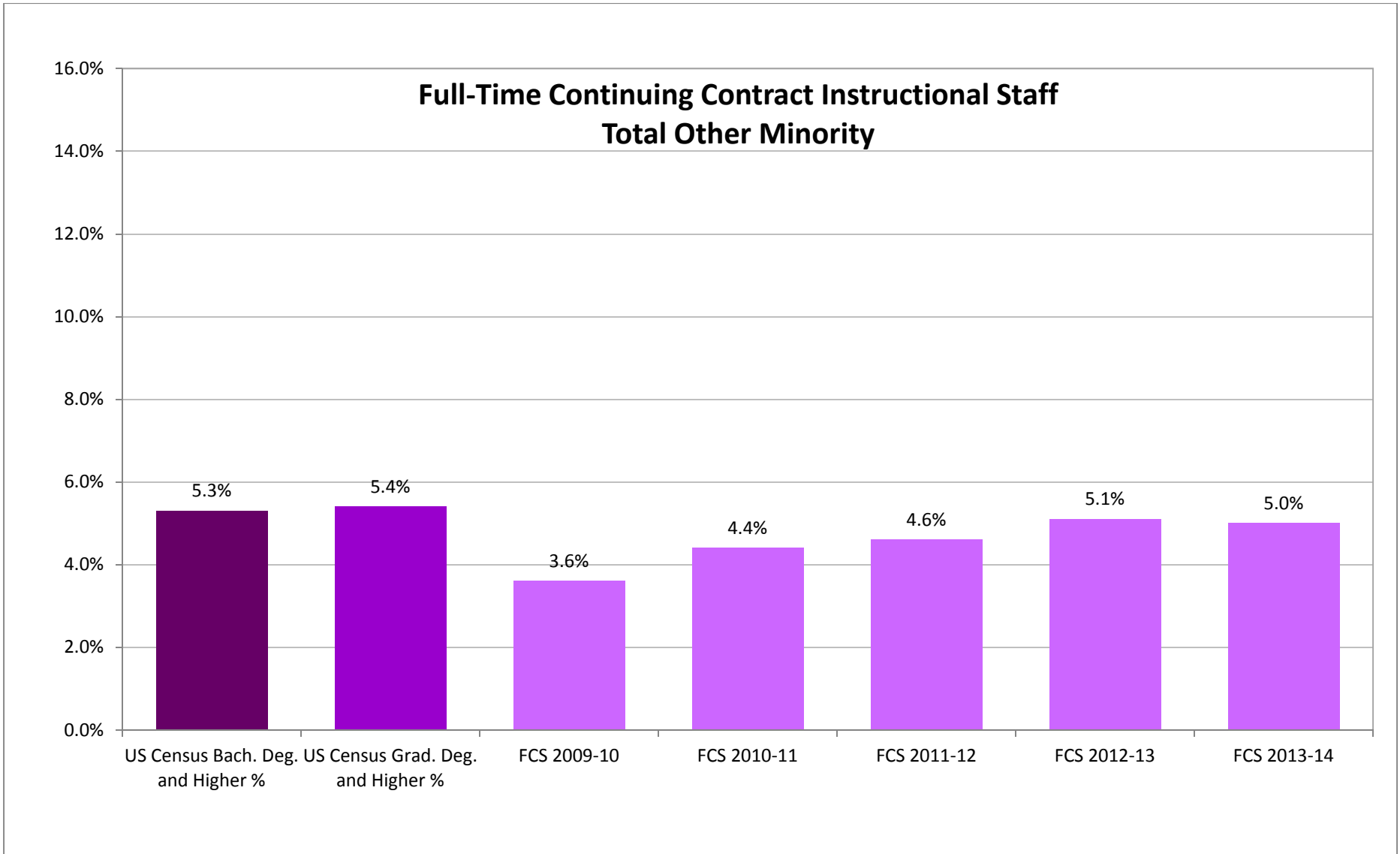
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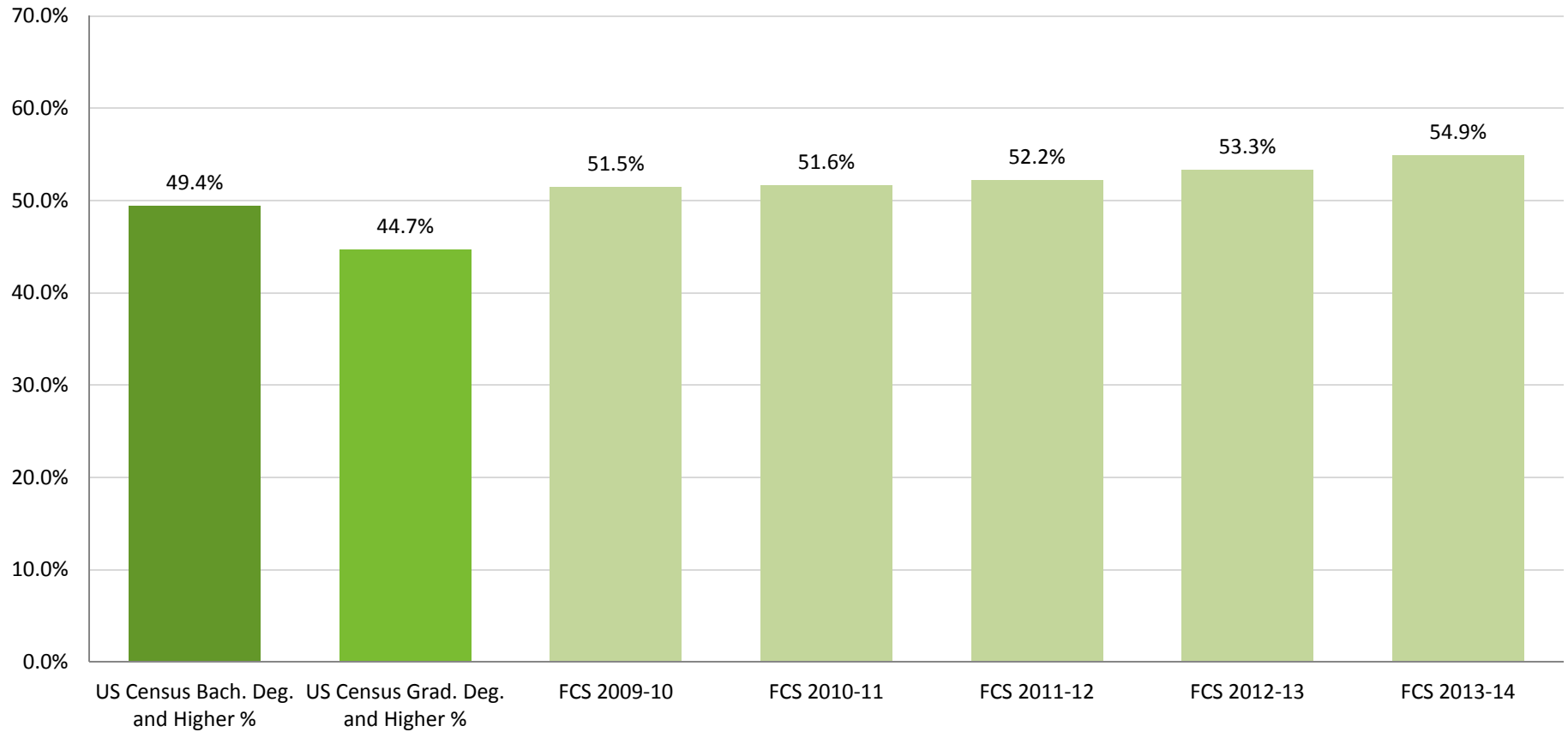


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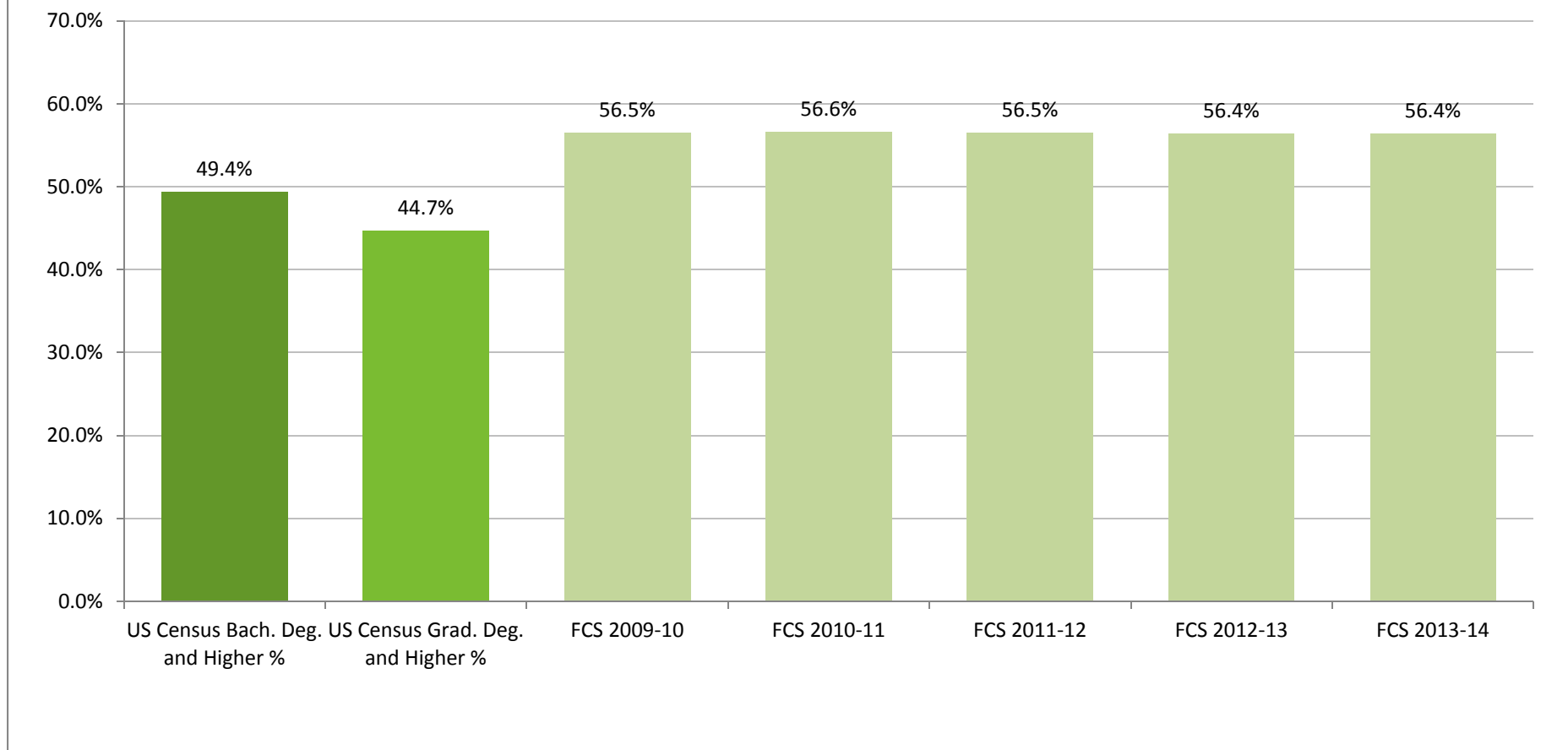
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Full-Time, Executive/Administrative/Managerial Staff Females, All Race/Ethnicity



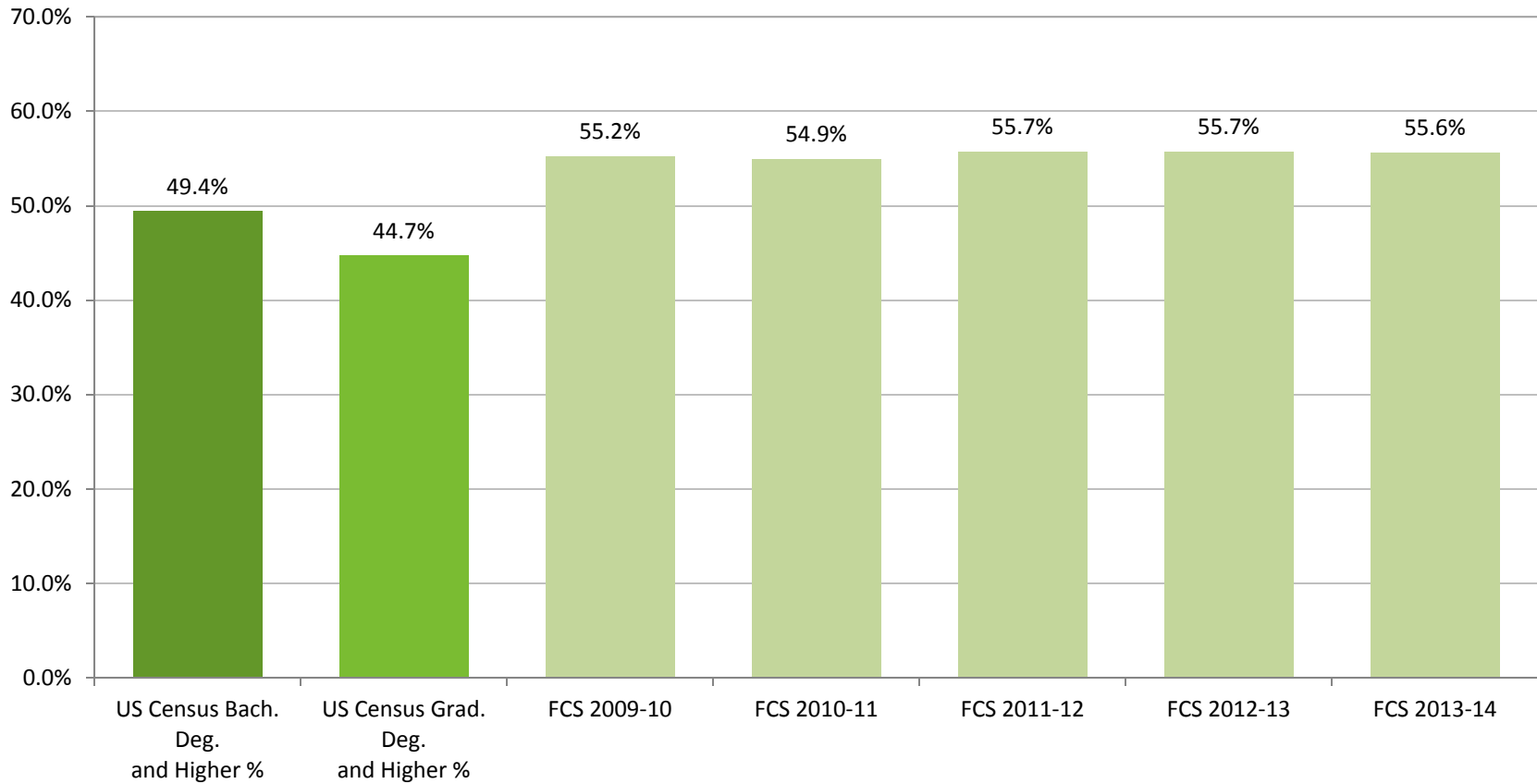
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Full-Time Instructional Staff Female, All Race/Ethnicity



Community College and Technical Center Management Information Systems EQUITY 09/25/14; 11:44:09 Source: April 2010 – April 2014, 2009 American FactFinder Educational Attainment Census Data

Full-Time Continuing Contract Instructional Staff Total Females, All Race/Ethnicity



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