

## FLORIDA BOARD OF EDUCATION

March 15, 2005

**SUBJECT:** Community College Employment Equity Accountability Program  
Annual Progress Report

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### **PROPOSED BOARD ACTION**

Review and accept the 2004 Annual Equity Progress Report and authorize the Commissioner of Education to forward the report to the President of the Senate and the Speaker of the House of Representatives.

### **BACKGROUND INFORMATION**

The Florida Department of Education's strategic imperatives to increase the supply of highly effective teachers and improve the quality of instructional leadership are strengthened through the Department's commitment to equity in employment opportunities. One of the basic underpinnings of the Office of Equity and Access is the coordination of statewide efforts to improve student rates of learning by removing barriers to academic and student support services as well as barriers to employment opportunities in the public education workforce.

Section 1012.86, Florida Statutes, Community College Employment Equity Accountability Program, requires Florida community colleges to develop plans to increase the representation of females and racial/ethnic minorities in senior-level and faculty positions and among employees holding continuing contracts in the colleges. This law requires the college presidents to submit their plans annually to the Commissioner of Education and the State Board of Education. Each college has maintained compliance with this law since its inception in 1993.

The statute also requires the State Board of Education to forward the annual equity progress report to the President of the Senate and to the Speaker of the House of Representatives each year. This summary provides a progress report and information related to additional measures being taken to enhance the employment of females and racial/ethnic minorities in executive, administrative, managerial and faculty positions in the 28 community colleges. Strategies reported by institutions are also highlighted.

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**Supporting Documentation Included:** Annual Progress Report; System EEO6  
Employment Data, and Strategies of  
Selected Colleges

**Facilitator/Presenter:** John Winn, Commissioner

**Office of Equity and Access  
Florida Department of Education**

**Community College System  
Employment Equity Accountability Program**

**2004 Annual Progress Report**

Pursuant to Section 1012.86, Florida Statutes, Community College Employment Equity Accountability Program, the Florida community college presidents develop plans to increase diversity in selected positions. The plans specify how the colleges will increase the representation of females and racial/ethnic minorities in senior-level and faculty positions and among employees holding continuing contracts. As required, each of the plans was submitted by May 1, 2004 to the Commissioner of Education and the State Board of Education via the Office of Equity and Access (OEA). The plans provide required data that enables the Office of Equity and Access to monitor compliance, progress, and any achievement gaps that may have occurred during the year for which the report was submitted, 2002-2003 for this report. Each college has maintained compliance with this law since its inception in 1993. The statute requires the State Board of Education to submit an annual equity progress report to the President of the Senate and the Speaker of the House of Representatives.

The Community College Employment Equity Accountability Program statute requires community college employment goals and objectives to be based on meeting or exceeding comparable national standards. Therefore, this report compares community college numbers with those of the national labor availability pool of persons in the United States with earned credentials necessary to hold community college senior-level and faculty positions. The census count of individuals in the United States who hold baccalaureate, masters, doctorate or professional degrees is used as the basis for comparison with the Fall 2003 employee count.

The information below summarizes the response of the Community College Council of Presidents and the local college boards of trustees to the requirements of the statute. The report begins with a brief review of actions taken by the Community College Council of Presidents to influence appropriate employment planning and change throughout the system. Progress in the system is reported based upon the employment data provided by the 28 community colleges to the Florida Division of Community Colleges and Workforce Education, via the personnel database. Additional segments of the report summarize measures reported by individual community colleges to further enhance the employment of females and racial/ethnic minorities in senior-level and faculty positions; information regarding community college presidential evaluations and achievement efforts; and activities offered by the Florida Department of Education Office of Equity and Access.

### **Community College Council of Presidents Task Force for Employment Accountability**

One factor that was projected to have an impact on the overall employment numbers reported is the Deferred Retirement Options Program (DROP), which was created by the Florida Legislature. DROP allows individuals employed under the state retirement system to build a cash reserve while working for up to five years and, after retirement, receive monthly disbursements. This program triggered concerns among the community college presidents about potentially drastic reductions in the workforce among senior-level employees and faculty. It was believed that the anticipated retirements would significantly reduce the number of African Americans (AA)/Blacks, Hispanics and Other Minorities in these positions, and affect the ability of the colleges to meet the intent of the Employment Equity Accountability statute.

To address the anticipated change, the Chancellor of the Division of Community Colleges and Workforce Education and the Chairperson of the Community College Council of Presidents established a task force to present ways to address this concern to the Council of Presidents. In April 2002, the Presidents' Council discussed, revised, and adopted the recommendations made by the task force, including a statement of commitment from each president to enhance diversity in high profile positions in their respective institutions. The data presented in this report represent the first evidence of the results of the actions of the Council and individual college presidents after the recommendations were adopted.

### **Summary of Progress (All Community Colleges)**

As shown below, there was an increase in both the total number of senior-level and faculty positions, and in those filled by females, AA/Blacks, Hispanics and Other Minorities from Fall 2002 to Fall 2003. Collectively and percentage-wise, females and minorities surpassed all employees hired in these categories.

Hispanics showed the largest percentage increase in senior-level and faculty positions, and they are the only group to show an increase in attaining continuing instructional contracts as well. It should be noted that the number of employees attaining continuing contracts between Fall 2002 and Fall 2003 declined overall.

### **Executive, Administrative, Managerial (EAM) Employees (Fall 2002 to Fall 2003)**

All employees in EAM positions increased from 913 to 925 (1.3 %).

Collectively, AA/Blacks, Hispanics, and Other Minorities increased from 187 to 197 (5.3%)

- Females increased from 434 to 441 (1.6 %).
- AA/Blacks increased from 115 to 120 (4.3 %).
- Hispanics increased from 59 to 65 (10.2 %).
- Other Minorities decreased from 13 to 12. (-7.7%).

### **Faculty Employees (Fall 2002 to Fall 2003)**

All employees in faculty positions increased from 4,773 to 4,860 (1.8 %).

Collectively, AA/Blacks, Hispanics, and Other Minorities increased from 901 to 971 (7.8%)

- Females increased from 2,446 to 2,565 (4.9 %).
- AA/Blacks increased from 432 to 441 (2.1 %).
- Hispanics increased from 354 to 401 (13.3 %).
- Other minorities increased from 115 to 129 (12.2 %).

### **Continuing Contracts Employees (Per 4-Year Eligibility Rule – Fall 1999 to Fall 2003)**

All employees on continuing contracts decreased from 3,523 to 3,457 (-1.9 %).

Collectively, AA/Blacks, Hispanics, and Other Minorities decreased from 638 to 634 (-0.6%)

- Females decreased from 1,757 to 1,755 (-0.1%).
- AA/Blacks decreased from 295 to 289 (-2.0%).
- Hispanics increased from 265 to 268 (1.1 %).
- Other Minorities decreased from 78 to 77(-1.3 %).

(See Appendix 1)

### **Impact of Results: Current Status of Protected Classes as of Fall 2003**

This section compares the percentages of females, AA/Blacks, Hispanics, and Other Minorities (Asians, Hawaiians/Pacific Islanders, American Indians, Alaskan Natives) employed in EAM, faculty, and continuing contract community college positions to national percentages of females, AA/Blacks, Hispanics, and Other Minorities holding baccalaureate, masters, or doctorate educational degrees. This national data is used for comparative purposes as the national labor pool. Information for the national percentages was obtained from U.S. Census Bureau: Educational Attainment of the Population by Age, Sex, Race, and Hispanic Origin: 2003.

#### **Executive, Administrative, Managerial Positions (EAM)**

**Females:** Females represent **49.7** percent of all persons holding baccalaureate, masters, or doctorate degrees. In contrast, in executive, administrative and managerial (**EAM**) positions in the Community College System, females represented **47.7** percent as of Fall 2003.

**African Americans/Blacks:** African Americans/Blacks holding baccalaureate, masters, or doctorate educational degrees represent **7.1** percent of all persons, while representing **13.0** percent of persons in these job categories in the community colleges as of Fall 2003.

**Hispanics:** Hispanics represent **4.8** percent of all persons holding baccalaureate, masters, or doctorate educational degrees, while representing **7.0** percent of persons in senior-level positions in the community colleges for this same period.

**Other Minorities:** Individuals in these groups collectively represented **9.8** percent of all persons holding baccalaureate, masters, or doctorate educational degrees. In contrast, they represent **1.3** percent of employees in senior-level positions in the community colleges as of Fall 2003.

#### **Faculty Positions**

Higher percentage increases are noted in faculty positions for females, AA/Blacks, and Hispanics in the Community College System compared to the national percentages of persons with baccalaureate, masters, or doctorate educational degrees. As of Fall 2003, females represented **52.8** percent, AA/Blacks represented **9.1** percent, and Hispanics represented **8.3** percent of persons holding faculty positions in the community colleges. National percentages are: females, **49.7** percent; AA/Blacks, **7.1** percent; Hispanics, **4.8** percent. Other Minorities represented **2.7**

percent of all faculty employees, considerably lower than the national percentage figure of **9.8** percent.

### **Continuing Contracts**

The same pattern is true among faculty members on continuing contracts. As of Fall 2003, females represented **50.8** percent, AA/Blacks represented **8.4** percent, and Hispanics represented **7.8** percent of persons holding continuing contract positions in the community colleges, which exceed the national percentages. Other Minorities represented **2.2** percent of all faculty employees, once again, considerably lower than the national percentage of **9.8** percent.

It is noteworthy that overall, there were percentage increases in hiring females, AA/Blacks, Hispanics and Other Minorities in Florida's Community Colleges in senior level and faculty positions. It is recommended that new efforts be directed towards balancing these percentages with the national percentages of these gender/races of persons with educational degrees when hiring females at the EAM level and other minorities at all levels.

### **Strategies Reported to Increase Diversity**

Strategies being used by community colleges to increase the representation of females and racial/ethnic minorities in senior-level and faculty positions vary. The most common practices to recruit a more diverse pool of applicants, as reported in the 2003-2004 Annual Equity Updates, include the following:

- analyses and monitoring of data and goal attainment as tools for planning;
- certification of diversity and qualifications of finalists by the equity officer;
- employee diversity on search and selection committees;
- re-advertisement for expanded, more diverse applicant pools; and
- seeking referrals of qualified persons from college personnel, area organizations, and the local community.

Some of the recruitment and training strategies listed to secure faculty hires were also reported as the means to increase diversity among employees on continuing contracts. State Board of Education Rule 6A-14.0411, Florida Administrative Code, provides that an employee who maintains satisfactory performance in a community college for three years and is recommended for hire in the fourth year shall be granted continuing contract status. Additional strategies listed to increase numbers for continuing contracts include meetings and correspondence to apprise employees of continuing contract status and mentors to assist new employees in adjusting to the campus work environment. Samples of strategies reported by a cross-section of institutions that were successful in recruiting and/or hiring gender/racial/ethnic minorities are attached. (See Appendix 2.)

### **Recruitment Sources Reported by Selected Colleges**

Several colleges reported success in using the following publications, contacts, activities and organizations to recruit gender and/or racial/ethnic minorities as recruitment sources:

• Academic Careers.com	• University Placement Offices
• Affirmative Action Newsletter	• HigherEdjobs.com
• Area churches in minority communities	• IMDiversity.com
• Atlanta World and the Miami Herald	• Job Fairs
• Black Issues in Higher Education	• Minority & Women Doctoral Directory
• College Placement Offices	• Minority Nurse
• CCollegeJobs.com	• TeachinFlorida.com
• Chronicle in Higher Education	• University Faculty Voice
• Community College Week	• College Websites
• El Latino and the Hispanic Outlook	• Women in Higher Education

### **Other Minorities Recruitment**

The colleges reported that qualified Other Minorities or Asians, American Indians, Alaskan Natives, Hawaiian/Pacific Islanders and persons of two or more races are among the most difficult to recruit. Given this challenge and low representation of employees in these race categories, it is noteworthy that some colleges showed some success in hiring individuals of this racial group. Nine (9) institutions increased the numbers of employees in this racial group for senior-level and/or faculty positions. These colleges include Broward, Central Florida, Gulf Coast, Hillsborough, Indian River, Pasco-Hernando, Polk, and Valencia Community Colleges and Miami Dade College.

### **Geographical Recruitment Challenges**

Smaller colleges in remote geographical areas have reported difficulty in attracting racial and ethnic minorities for senior-level and/or faculty positions. Such colleges have adduced this challenge to competition with the salaries offered at larger institutions, among other reasons. In spite of these challenges, Chipola College, and Lake City Community College succeeded in hiring one Hispanic into the targeted positions, where they had no employees in these racial/ethnic and job categories in 2002. (See Appendix 3 for selected college gains.)

### **Results of Community Colleges Presidential Evaluations Pursuant to Section 1012.86(3)(b), F.S.**

Section 1012.86(3)(b), F.S., as amended by Chapter 2002-387, Laws of Florida, also provides:

(b) Community college district boards of trustees shall annually evaluate the performance of the community college presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of

Education as part of the community college’s annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

Each of the community college district board of trustees provided an annual evaluation of its president for compliance with the mandates of Section 1012.86, F.S. The evaluations include the achievement of annual and long-term goals. This information was reported to the Office of Equity and Access as a part of the Annual Equity Act Updates submitted by the colleges. The following indicates the date when the annual president’s evaluation requirement was met by each district board of trustees.

<u>Community College</u>	<u>Review</u>
Brevard Community College	09/11/03
Broward Community College	11/26/03
Central Florida Community College	06/18/03
Chipola College	10/23/03
Daytona Beach Community College	05/14/04
Edison Community College	01/27/04
Florida Community College at Jacksonville	08/04/03
Florida Keys Community College	03/30/04
Gulf Coast Community College	04/03/03
Hillsborough Community College	08/20/03
Indian River Community College	02/24/04
Lake City Community College	03/26/04
Lake Sumter Community College	06/30/03
Manatee Community College	04/21/04
Miami Dade College	05/14/04
North Florida Community College	02/12/04
Okaloosa-Walton College	07/15/03
Palm Beach Community College	05/13/03
Pasco-Hernando Community College	04/20/04
Pensacola Junior College	07/30/03
Polk Community College	12/15/03
St. Johns River Community College	04/21/04
St. Petersburg College	07/24/03
Santa Fe Community College	11/18/03
Seminole Community College	05/30/04
South Florida Community College	01/21/04
Tallahassee Community College	08/11/03
Valencia Community College	06/17/03

Below is a summary of ratings given to the 28 college presidents by their respective boards of trustees. Neither the name of the college nor its president is provided in this section.

<b>Summary of Ratings of Community College Presidents</b>	<b>Number of Boards</b>
1. Exemplary/Excellent/Superior:	<b>9</b>
2. Exceeds Expectations:	<b>2</b>
3. Outstanding:	<b>5</b>
4. Meets Expectations/Goals	<b>6</b>
5. Satisfactory:	<b>5</b>
7. Unsatisfactory:	<b>0</b>
8. Various ratings from individual board members' assessments:	<b>1</b>
➤ Exceeded Expectations, Met expectations in the leadership role - # Members (3)	
➤ Met expectations in the leadership role upholding the college's annual and long term equity goals and objectives - # Members (1)	

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**Total = 28**

### **Summary of Steps Taken After Evaluating Selected Staff on Achieving Diversity in Senior-Level and Faculty Positions**

As mandated by law, each college reported that department chairpersons, deans, provosts and vice presidents are evaluated on efforts to help achieve diversity and that this factor is included in the annual performance appraisal. The evaluation takes into account whether job vacancies occurred during the evaluation period and efforts demonstrated by the manager being evaluated. Most of these college administrators received satisfactory or higher evaluations across the 28 colleges. For administrators who do not receive satisfactory evaluations in the area of increasing diversity, corrective actions reported by colleges range from consultation with the president on hiring expectations, participation in training programs incorporating diversity, college philosophy and diversity goals, to earmarking funds for additional minority recruitment. Appendix 4 provides a summary of steps taken to improve administrators' performance in achieving diversity goals.

**Office of Equity and Access**  
**Activities to Support Increased Diversity in the 28 Community Colleges**

The Office of Equity and Access (OEA) continues to provide training and technical assistance to the college equity officers and coordinators in preparing college accountability plans. To ensure that relevant statutory requirements are met prior to the submission of the plans, the OEA previews draft plans and recommends revisions for goals and strategies that give reasonable promise of success. After the plans are submitted, the staff carefully reviews them, analyzes the data submitted, and submits this system progress report to the Chancellor of the Division of Community Colleges and Workforce Education for review and finally to the Commissioner of Education for Board approval. Once approved, the annual progress report is submitted to the Speaker of the Florida House of Representatives and President of the Florida State Senate.

If the data of a college show that the college hired a new employee in categories identified in statute and the hiring action does not help the college to reach its diversity goal(s), the OEA advises the college of the Department of Education's expectations. To assist the colleges in meeting their respective goals, the OEA also distributes to each president a copy of the Employment Equity Accountability Progress Report. This report includes highlighted strategies and sources for recruitment that are being used with success in other community colleges in the system. In addition to the Chancellor of the Division of Community Colleges, the report is also sent to the Chairman of each college's board of trustees.

### **Conclusion**

The data show that the percentages of AA/Blacks and Hispanics in senior-level and faculty positions and females in faculty positions are above the national labor availability pool. Hispanics made the greatest gains in senior level and faculty positions. This was the only group that achieved an increase in the number of continuing contracts over the past year. Overall, there were decreases in the number of persons attaining continuing contracts. Other Minorities, including Asians, American Indians, Alaskan Natives, Hawaiian/Pacific Islanders and persons of two or more races, continue to be underrepresented in senior-level and faculty positions and among employees on continuing contracts.

Overall, the 28 community colleges continue to take steps toward meeting the intent of Section 1012.86, F.S. Appropriate sources for contacting and recruiting qualified minorities of diverse backgrounds have been reported by the colleges. The reporting process which includes information to the Florida Board of Education, the Commissioner of Education and the Office of Equity and Access, Community College Boards of Trustees, college presidents, provosts and vice presidents, deans and department chairs, ensures that accountability is maintained at all levels. While there has been a large percentage of turnover in the system mainly due to retirement, many colleges had anticipated this trend and they continue to ensure that racial/ethnic and gender diversity remain a central focus.