

STATE BOARD OF EDUCATION

Consent Item

January 17, 2006

SUBJECT: Community College Employment Equity Accountability Program
Annual Progress Report

PROPOSED BOARD ACTION

Review and accept the 2005 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.

Supporting Documentation Included:

Annual Progress Report; System EEO6
Employment Data, and Strategies of
Selected Colleges

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& Access

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

**Community College System
Employment Equity Accountability Program**

2005 Annual Progress Report

**Community College System
Employment Equity Accountability Annual Program Progress Report, 2005**

Pursuant to Section 1012.86, Florida Statutes, Community College Employment Equity Accountability Program (EAP), 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 Executive, Management and Administrative (EAM or senior-level), faculty, and among employees holding continuing instructional contract (continuing contract) positions. As required, each of the plans was submitted to the Commissioner of Education and the State Board of Education via the Office of Equity and Access (OEA). The plans provide required information 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, 2003-2004 for this report. 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 to develop employment goals aimed at ensuring racial, ethnic and gender diversity in the identified categories. The goals are good faith, quantitative employment objectives that are voluntarily set as benchmarks to measure progress and correct under representation of employees in the categories identified in the statutes. The employment goals and objectives are 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 2004 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 address 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 EAM, faculty and continuing contract positions; information regarding community college presidential evaluations and achievement efforts; and technical assistance and monitoring 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 significant impact on the overall employment numbers reported for the EAP 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 information presented in this report represents 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)

Executive, Administrative, Managerial (EAM) Employees (Fall 2003 to Fall 2004)

EAM positions increased by 16 percent (925 to 1,076). AA/Blacks numbers increased by 23.3 percent, and Females and Hispanics both saw increases of 16.0 percent and 6.15 percent respectively. Other Minorities numbers remained unchanged.

- Females from 442 to 513(16.06 %).
- AA/Blacks increased from 120 to 148 (23.3 %).
- Hispanics increased from 65 to 69 (6.1 %).
- Other Minorities remained unchanged at 12.

Faculty

Faculty positions increased 3.15 percent (4,894 to 5,068). Females saw a 5.4 percent increase while AA/Blacks and Hispanics both increased positions by over 6 percent. Other Minorities increased 9.3 percent.

- Females increased from 2,577 to 2,716 (5.4 %).
- AA/Blacks increased from 441 to 470 (6.6%).
- Hispanics increased from 401 to 426 (6.2%).
- Other Minorities increased from 129 to 141 (9.3 %).

Continuing Contract Employees (Per 4-Year Eligibility Rule – Fall 2000 to Fall 2004)

The number of employees on continuing contracts increased 1.9 percent (3,532 to 3,602). Female positions increased 4.3 percent, AA/Blacks positions increased almost 5 percent, Hispanics increased over 5 percent, and Other Minorities increased 10.4 percent.

- Females increased from 1,789 to 1,867 (4.3%).
- AA/Blacks increased from 304 to 319 (4.9%).
- Hispanics increased from 274 to 288 (5.1 %).
- Other Minorities increased from 77 to 85(10.4 %).

Information presented in this report is derived from the IPEDS Fall staff APR 2005 Report or extracted from the 28 community college reports. Appendix 1, depicts progress over a 5-year period.

Impact of Results: Current Status of Protected Classes as of Fall 2004

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 **47.67** percent as of Fall 2004.

African Americans/Blacks: African Americans/Blacks holding baccalaureate, masters, or doctorate educational degrees represent **7.1** percent of all persons, while representing **13.75** percent of persons in these job categories in the community colleges as of Fall 2004.

Hispanics: Hispanics represent **4.8** percent of all persons holding baccalaureate, masters, or doctorate educational degrees, while representing **6.4** 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 **1.1** percent of employees in senior-level positions in the community colleges as of Fall 2004.

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 2004, females represented **53.8** percent, AA/Blacks represented **9.3** percent, and Hispanics represented **8.43** 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 **2.8** 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 2004, females represented **51.8** percent, AA/Blacks represented **8.8** percent, and Hispanics represented **8.0** percent of persons holding continuing contract positions in the community colleges, which exceed the national percentages. Other Minorities represented **2.35** percent of all faculty employees, once again, considerably lower than the national percentage of **9.8** percent.

Overall, there were increases in Females, AA/Blacks, Hispanics and Other Minorities in faculty and continuing contract positions. Females and AA/Blacks showed the largest increases in senior level positions. Other Minorities are underrepresented in all three EAP job categories.

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 reported in the 2004-2005 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;
- inclusion of employee diversity on search and selection committees;
- advertising 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, Indian River, Palm Beach, Pasco-Hernando, Pensacola, Polk, Santa Fe, and Valencia Community Colleges and Okaloosa-Walton and Miami Dade Colleges.

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, Lake City Community College succeeded in hiring four AA/Blacks 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 list 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	07/30/05
Broward Community College	11/24/04
Central Florida Community College	06/16/04
Chipola College	10/26/04
Daytona Beach Community College	04/15/05
Edison College	03/30/05
Florida Community College at Jacksonville	06/07/05
Florida Keys Community College	03/22/05
Gulf Coast Community College	05/12/05
Hillsborough Community College	10/20/04
Indian River Community College	02/22/05
Lake City Community College	04/12/05
Lake Sumter Community College	07/09/04
Manatee Community College	06/22/05
Miami Dade College	01/12/05
North Florida Community College	02/12/05
Okaloosa-Walton College	07/15/03
Palm Beach Community College	05/13/03
Pasco-Hernando Community College	03/2006
Pensacola Junior College	06/22/04
Polk Community College	12/13/04
St. Johns River Community College	04/01/05

St. Petersburg College	07/24/04
Santa Fe Community College	11/16/04
Seminole Community College	05/17/05
South Florida Community College	01/30/05
Tallahassee Community College	05/16/05
Valencia Community College	06/22/05

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

Summary of Ratings of Community College Presidents	Number of Boards
1. Exemplary/Excellent/Superior:	7
2. Exceeds Expectations:	4
3. Outstanding:	1
4. Meets Expectations/Goals	3
5. Satisfactory:	12
7. Unsatisfactory:	0
8. New President / unevaluated	1
<hr/> 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 their efforts to 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. Corrective actions are required for administrators who do not receive satisfactory evaluations on reaching institutional diversity goals. 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 information indicates that a college hired a new employee in categories identified in the EAP statute, and the hiring action does not help the college to reach diversity goal(s) stated in the colleges accountability plans, the OEA advises the college of the Department of Education's expectations and of the need to use varied and targeted recruitment sources to find qualified minority and female applicants. The OEA also monitors overall diversity in community colleges. In addition, the OEA provides technical assistance on proven methods and strategies to reduce minority and female attrition in the EAP position categories. To assist the colleges in meeting their respective goals, the OEA 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

Community college total numbers have increased in all EAP categories. Females are making gains in faculty and continuing contract positions. However, they still fall below national census numbers in EAM positions. AA/Blacks and Hispanics in senior-level, faculty and continuing contract positions are above the national labor availability pool. Other Minorities, while making gains in faculty and continuing contract positions, continue to be underrepresented in all three EAP categories.

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.

Recommendations

- In each institution where EAP positions are underrepresented, concerted efforts must be made to increase diversity, including partnering with and utilizing sources identified by the colleges that have made hiring gains for groups that are most commonly underrepresented.
- Accountability must be re-emphasized in individual colleges that continue to show underrepresentation of the groups targeted by Florida EAP statute.
- Each institution should cautiously monitor employment demographics and balance hiring of qualified persons with promotion and retention practices to prevent a lack of racial/ethnic and gender diversity in the positions/contracts targeted by the employment accountability statute.
- Each institution must focus on best recruitment practices targeted towards qualified Other Minorities, in order to address their representation in all three EAP job categories.