

FLORIDA BOARD OF EDUCATION

February 18, 2003

SUBJECT: Florida Community College System
Employment Equity Accountability Program

PROPOSED BOARD ACTION

Acceptance of the Florida Community College System's Annual Equity Progress Report

AUTHORITY FOR STATE BOARD ACTION

Section 1012.86, Florida Statutes.

BACKGROUND INFORMATION

Section 1012.86, previously Section 240.3355, Florida Statutes, Community College Employment Equity Accountability Program, requires Florida community colleges to develop plans to increase the representation of women and racial/ethnic minorities in senior-level and faculty positions and among employees holding continuing contracts in the colleges. Each college has maintained compliance with this law since its inception in 1993. The data indicate that progress is being made for women and racial/ethnic minorities system wide, although the representation of these groups varies in the individual colleges. The data further indicate that women, African Americans and Hispanics in faculty and senior management positions exceed parity with the national labor availability pool, while Asians, Pacific Islanders, and Native Americans continue to be under represented in both of these job categories.

To address this issue and to prepare for significant losses due to anticipated retirement among current employees in the colleges, the Council of Presidents and the Chancellor of the Community College System established a Task Force for Employment Accountability. The Task Force developed recommendations that were approved by the Community College Council of Presidents on Friday, January 31, 2003. The Office of Equity and Access is prepared to assist the colleges in implementing the recommendations and in providing the support necessary to achieve greater diversity among employees. A copy of the recommendations is attached.

This summary provides a progress report and information related to additional measures being taken to enhance the employment of women and racial/ethnic minorities in executive, administrative, managerial and faculty positions in the 28 community colleges.

Supporting Documentation Included: Annual Progress Report; System EEO6 employment data; and data by college

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Accountability, Research and Measurement

**Division of Community Colleges
Employment Equity Accountability Program
Progress Report (2002)**

Section 240.3355, Florida Statutes, Community College Employment Equity Accountability Program, requires Florida community colleges to develop plans to increase the representation of women and racial/ethnic minorities in senior-level and faculty positions and among employees holding continuing contracts in the colleges. This law also requires colleges to submit their plans to the Executive Director of the Division of Community Colleges. The Division staff subsequently works with the college staff in ensuring that requirements are met. The staff reviews college plans in detail to assure that reported goals and strategies are appropriate and give reasonable promise of success if properly implemented. Each college has maintained compliance with this law since its inception in 1993.

This statute also requires the previous State Board of Community Colleges to submit an annual equity progress report to the President of the Senate, the Speaker of the House of Representatives, and to the State Board of Education on or before January 1 of each year. Pursuant to the Type Two transfer, the Florida Board of Education now assumes this responsibility. The requirements of this statute will continue in effect as Section 1012.86, F.S., beginning January 7, 2003.

This summary provides a progress report and information related to additional measures being taken to enhance the employment of women and racial/ethnic minorities in executive, administrative, managerial and faculty positions in the 28 community colleges.

Longitudinal Study and Task Force for Employment Accountability

In the fall of 2001, the Division of Community Colleges conducted a five-year study of diversity among employees in selected positions in the Community College System. The study was undertaken to determine system progress in the hiring of women and racial/ethnic minorities in executive administrative, managerial (EAM) and faculty positions and to determine potential opportunities for achieving greater diversity. It revealed that significant progress had been made among women in senior-level and faculty positions from the fall of 1997 to the fall of 1999. By the fall of 2000, there was a decline among women, as there was among all employees in these two categories. After this period, and up to the fall of 2001, women in senior-level and faculty positions made notable increases, outstripping the increases among all employees in these categories. In addition, by the fall of 2001, the representation of women in community colleges had exceeded parity with the national labor availability pool.

For racial/ethnic minorities, the study revealed mixed results in changes from the fall of 1997 to the fall of 2001. The data revealed that while Blacks decreased and Hispanics increased during this period in senior-level and faculty positions, both groups were at parity with comparable groups in the national availability pool by the fall of 2001. It further revealed that while significant progress had been made for racial/ethnic minorities overall, more progress was needed for Asians, Pacific Islanders and Native Americans in senior-level and faculty positions. By the fall of 2001, employees in these race categories were under represented in

senior-level and faculty positions when compared to the national availability pool. The study further revealed that 25% of the senior-level employees and 15% of faculty employees are expected to retire by the year 2005.

Based upon the results of the study, the Chancellor of the Community College System and the Chair of the Community College Council of Presidents appointed an Employment Accountability Task Force. The leaders charged the Task Force to review the study results and to recommend an appropriate course of action to ensure future diversity in the System. The persons appointed to serve on the Task Force were college presidents, instructional and student vice presidents, human resources and equity directors, and other selected college representatives. The Task Force is in the process of developing specific recommendations for consideration by the Council of Presidents and is expected to complete its charge by the end of the 2002 fall term.

Current Status of Diversity in Senior-Level and Faculty Positions

Based on a comparison with the most recent available census statistics, the Community College System has achieved significant diversity, though challenges in recruiting some groups continue. The employment accountability statute requires goals and objectives in the system to be “based on meeting or exceeding comparable national standards” (s. 240.3355(1), F.S.). With guidance from the General Counsel of the Division of Community Colleges, the phrase “comparable national standards,” was interpreted to mean the national labor availability pool of persons in the United States with earned credentials necessary to hold community college senior-level and faculty positions. Therefore, the Division of Community Colleges utilized the last available census count of individuals in the United States who hold baccalaureate, masters, doctorate or professional degrees, as reported in the 1990 Census.

Accordingly, the Community College System overall has attained parity in hiring women, African Americans and Hispanics in senior-level and faculty positions. To illustrate, women represent **42.80** percent of all persons in the United States holding baccalaureate, masters, doctorate or professional degrees. In executive, administrative and managerial (**EAM**) positions in the Community College System, women represented **47.09** percent as of fall 2001.

African Americans or Blacks holding these credentials in the national labor pool represented **6.07** percent, while African Americans represented **12.62** percent of persons in these job categories in the community colleges as of fall 2001. Likewise, where Hispanics represented **3.37** percent of persons holding the same credentials in the U.S. population, Hispanics represented **5.71** percent of persons in senior-level positions in the colleges for this same period.

This pattern was different for Asians, Pacific Islanders, Indians and Alaskans. Individuals in these groups collectively represented **5.20** percent of persons holding requisite credentials in the U.S. labor pool. They represented **1.43** percent of employees in senior-level positions in the colleges as of fall 2001.

Similar achievement is noted in **faculty positions** for women and racial/ethnic minorities in the colleges. As of fall 2001, women represented **50.95** percent, African Americans represented **8.88** percent, and Hispanics represented **7.16** percent of persons holding faculty positions in the community colleges. Other minorities represented **2.32** percent of all faculty employees.

Strategies Reported to Increase Diversity

Strategies being used by community colleges to increase the representation of women and racial/ethnic minorities in senior-level and faculty positions vary. However, common practices reported by the colleges to recruit a diverse pool of applicants for these positions include, but are not limited to:

- Utilization of the college Web pages as remote sites to post job vacancies and as sites from which applications completed by interested persons may be pulled down and reviewed by appropriate college personnel.
- Advertisement and announcement of job vacancies in national publications that cater to large populations of women and racial/ethnic minorities. Examples of such publications include *The Affirmative Action Register*, *Hispanic Outlook*, *Black Issues in Higher Education*, and *The Chronicle of Higher Education*. The latter is frequently read by educators of diverse racial/ethnic groups in and outside of the United States.
- Re-advertisement for expanded applicant pools when an applicant pool lacks diversity.
- Recruitment visits to colleges and universities that produce large numbers of racial/ethnic minorities with bachelors, masters and doctoral degrees.
- Exhibitions at job fairs, conferences and conventions for educators and professionals in other career fields and agencies.
- Educational leadership grants and programs designed for identification, development, training and promotion of talented current employees.
- Referral of qualified professionals from within the colleges and the local communities.
- Continuous use of data and goal analyses as a means to monitor progress and needs.
- Diversity among persons serving on search and selection committees.
- Review and certification of finalists for hire by the human resources/equity director.

State Board of Education Rule 6A-14.0411, Florida Administrative Code, provides that an employee who maintains satisfactory performance in a community college and is recommended for hire in the fourth year shall be granted continuing contract status. Some of the strategies listed above were appropriately reported as means to retain new hires. Also reported by the colleges as strategies to increase diversity among the employees who achieve continuing contracts are:

- Informational meetings and correspondence to apprise employees of their progress toward eligibility to achieve continuing contracts.
- Assignment of mentors to assist new employees in adjusting to the campus work setting.

Specific Changes from Fall 2000 to Fall 2001

Executive, Administrative, Managerial (EAM) Positions

Women in EAM positions increased by 7.25 % from 400 to 429.

Blacks holding EAM positions increased by 5.5 % from 109 to 115.

Hispanics holding EAM positions decreased by 13.3 % from 60 to 52.

Other Minorities holding EAM positions remained at 13, with no significant change in representation from 2001 to 2002.

Faculty Positions

Women in faculty positions increased by 2.67 % from 2,357 to 2,420.

Blacks holding faculty positions increased by .24 % from 421 to 422.

Hispanics holding faculty positions increased by 7.94 % from 315 to 340.

Other Minorities in faculty positions increased by 4.76 % from 105 to 110.

Continuing Contracts

Women on continuing contracts decreased by .77 % from 1,693 to 1,680.

Blacks on continuing contracts decreased by 5.71% from 315 to 297.

Hispanics on continuing contracts increased by 4.18 % from 239 to 249.

Other Minorities on continuing contracts increased by 2.67 % from 75 to 77.

See system wide and college-by-college data attached.

Evaluation of the Community College Presidents

Section 240.3355(3)(b), F.S., 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 Executive Director of the State Board of Community Colleges as part of the community college's annual employment accountability plan, and to the Legislature and State Board of Education as part of the annual equity progress report submitted by the State Board of Community Colleges.

Each of the community college district boards of trustees has provided an annual evaluation of the presidents for compliance with all of the mandates of Section 240.3355, F.S. The evaluations include achievements of annual and long-term goals and obligations. This information is also reported to the Chancellor of the Division of Community Colleges. Evaluations are available only for presidents who have been employed for a minimum period of 12 months. In addition, by signature in the Annual Equity Act Update, the chairperson of each local board attests to the inclusion of equity as a factor in the overall evaluation of the college president.

Depending upon hiring, anniversary and resignation dates, the following signifies the latest reported time when the annual reporting requirement was met by each of the local district boards of trustees.

<u>College</u>	<u>Review</u>
Brevard Community College	07/02
Broward Community College	11/01
Central Florida Community College	06/02
Chipola Junior College	06/02
Daytona Beach Community College	06/01
Edison Community College	01/02
Florida Community College at Jacksonville	07/01
Florida Keys Community College	04/02
Gulf Coast Community College	11/01
Hillsborough Community College	08/02
Indian River Community College	02/02
Lake City Community College	12/01
Lake-Sumter Community College	06/02
Manatee Community College	04/02
Miami-Dade Community College	03/02
North Florida Community College	05/01
Okaloosa-Walton Community College	07/02
Palm Beach Community College	06/02
Pasco-Hernando Community College	03/02
Pensacola Junior College	03/02
Polk Community College	12/01
St. Johns River Community College	03/02
St. Petersburg College	07/02
Santa Fe Community College	11/00
Seminole Community College	04/02
South Florida Community College	01/00
Tallahassee Community College	06/01
Valencia Community College	06/02

Recommendations to Address Employment Accountability

At its meeting of January 31, 2003, the Community College Council of Presidents adopted a position statement of support for employment diversity and approved recommendations to enhance diversity in all of the colleges. The Office of Equity and Access is prepared to support the implementation of the recommendations and to provide technical assistance, as needed, for enhancements in the colleges.

See employment data and Council statement and recommendations attached.