

Florida College System Employment Equity Accountability Program Report

Progress Report for 2013-14 through 2017-18

December 2018



FLORIDA DEPARTMENT OF
EDUCATION
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THE *Florida*
COLLEGE SYSTEM

Acknowledgements

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Executive Summary

The Florida College System is composed of 28 public state and community colleges. Each college's district board of trustees (DBOT) governs the college and develops policies and procedures as required by Florida Statutes. Section (s.) 1012.86, Florida Statutes (F.S.), requires each Florida College System institution to 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 full-time instructional staff with continuing contracts. Colleges examined employment trends demographically for blacks, Hispanics and other minorities as well as females. Referred to as the Florida College System Institution Employment Equity Accountability Program, s. 1012.86, F.S., requires the State Board of Education to provide an annual systemwide report to the president of the Senate and the speaker of the House of Representatives.

Collectively, colleges within the Florida College System increased the representation of minorities and females in EAM positions and full-time instructional staff over the prior year. Compared to the latest national data (2016), the Florida College System surpassed the representation of full-time faculty among blacks by five percentage points and Hispanics by six percentage points. This report includes an analysis and assessment of the colleges' attainment of annual and long-range goals for increasing the number of females and minorities in targeted categories.

Florida College System institutions continued implementing methods and strategies to increase the employment of minorities and females, which focused on: diversifying the colleges' selection and screening committees; providing online training for hiring committees; analyzing compensation plans; conducting salary equity studies; and increasing efforts in recruitment on a national scale to improve applicant pools, such as utilizing Hispanic Chamber of Commerce Advertising Media. The institutions also evaluated key executive personnel, including college presidents' efforts to achieve equity goals. This report highlights methods and addresses components for employment equity programs required for each college.

Introduction

Pursuant to section (s.) 1012.86, Florida Statutes, (F.S.), Florida College System Institution Employment Equity Accountability Program, each Florida public college shall develop three-year plans for increasing the representation of minorities and females in three employment categories: senior-level administrative positions, also referred to as Executive/Administrative/Managerial (EAM) positions; full-time instructional staff; and full-time instructional staff with continuing contracts. Annually, colleges submit progress reports and revised plans to the Division of Florida Colleges. The Florida College System Employment Equity Accountability Program Report reflects progress toward increasing diversity in recruitment and employment. 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 report purposes, the terms “Florida College System,” “institutions” and “colleges” refer to the collective body of Florida’s 28 public state and community colleges.

Section 1012.86, F.S., further requires colleges to establish goals for increasing minority and female representation in the previously identified employment categories and to develop methods and strategies to increase employment in areas where colleges did not achieve goals. Colleges established quantitative employment goals based on statutorily required national standard benchmarks to measure progress and address the underrepresentation of minority and/or female employees. The Division of Florida Colleges provided data to the colleges for persons who reside in each college’s respective service region. Using the United States Census Bureau American Community Survey (U.S. Census) to derive benchmarks, colleges included 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. Colleges may establish additional goals to increase the representation of minorities and females, striving to mirror the demographic representation of their student populations.

This report analyzes college employment using data from the Florida Department of Education personnel database and the Integrated Postsecondary Education Data System (IPEDS) Fall Staff Annual Personnel Report (APR) 2013-14 – APR 2017-18. This report summarizes responses from colleges based on statutory requirements, including: specific methods and strategies to increase the representation of minorities and females in EAM, full-time instructional staff and full-time instructional staff with continuing contracts; annual evaluations of college presidents and certain administrative personnel on efforts toward meeting the goals and objectives to increase employment in the targeted areas; process of awarding continuing contract status to full-time instructional staff; budgetary incentives to increase diversity; and information related to ensuring comparable salaries demographically.

Systemwide Summary of Progress

This section analyzes the systemwide data by numbers and percentages of minority and female personnel from 2013-14 to 2017-18 for the Florida College System. The data represented in this report do not include temporary employees. As noted in the Appendix, Tables 1-3 further reflect numerical and percentage changes from 2013-14 to 2017-18 of minorities and females in EAM positions, full-time instructional staff and full-time instructional staff with continuing contracts. The categories of minorities include black, Hispanic and “other minorities,” which is composed of Asians, Hawaiian/Pacific Islanders, Native Americans, Alaskan Natives, bi-racial and multi-racial minorities. The report analyzes “other minorities” as a group due to the low representation of any one race or ethnicity.

Historical Trends

During the past reporting year, full-time EAM employees increased by one percent; black, Hispanic and other minorities increased by 15 percent, four percent and 13 percent, respectively, while females decreased by three percent. From 2013-14 to 2017-18, full-time EAM employees increased by 2 percent; black, other minorities and females increased by 23 percent, 38 percent and 2 percent, respectively, while Hispanics remained relatively flat.

Table 1. Historical Track of College Full-time Executive/Administrative/Managerial Staff Employment: First Pay Period in October (Fall Beginning of Term)

		Census					Employment										1-YEAR DIFFERENCE	
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2013-14		2014-15		2015-16		2016-17		2017-18			
		#	%	#	%	%	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total		
Black	Female	62,437	3.6	31,228	3.1	12.6	90	7.5	94	7.6	93	7.7	99	8.2	117	9.6	18	18.2
Black	Male	44,118	2.5	21,889	2.2	7.5	64	5.4	62	5.0	61	5.1	65	5.4	72	5.9	7	10.8
Black	Total	106,555	6.1	53,117	5.3	20.1	154	12.9	156	12.6	154	12.8	164	13.5	189	15.5	25	15.2
Hispanic	Female	93,653	5.4	56,185	5.6	18.2	59	4.9	58	4.7	64	5.3	62	5.1	65	5.3	3	4.8
Hispanic	Male	83,552	4.8	63,062	6.3	13.4	55	4.6	54	4.4	44	3.6	48	4.0	49	4.0	1	2.1
Hispanic	Total	177,205	10.1	119,247	11.8	31.6	114	9.5	112	9.0	108	9.0	110	9.1	114	9.3	4	3.6
Other	Female	50,550	2.9	23,151	2.3	3.5	16	1.3	21	1.7	19	1.6	21	1.7	21	1.7	0	0.0
Other	Male	42,070	2.4	30,855	3.1	2.7	16	1.3	19	1.5	20	1.7	18	1.5	23	1.9	5	27.8
Other	Total	92,620	5.3	54,006	5.4	6.2	32	2.7	40	3.2	39	3.2	39	3.2	44	3.6	5	12.8
White	Female	657,337	37.6	340,522	33.8	24.0	484	40.5	499	40.3	474	39.3	460	37.9	456	37.3	-4	-0.9
White	Male	716,609	40.9	441,562	43.8	18.1	411	34.4	431	34.8	431	35.7	441	36.3	419	34.3	-22	-5.0
White	Total	1,373,946	78.5	782,084	77.6	42.1	895	74.9	930	75.1	905	75.0	901	74.2	875	71.6	-26	-2.9
Total	Female	863,977	49.4	451,086	44.7	58.4	649	54.3	672	54.3	650	53.9	642	52.9	659	53.9	17	2.6
Total	Male	886,349	50.6	557,368	55.3	41.6	546	45.7	566	45.7	556	46.1	572	47.1	563	46.1	-9	-1.6
Total	Total	1,750,326	100	1,008,454	100	100.0	1,195	100.0	1,238	100.0	1,206	100.0	1,214	100.0	1,222	100.0	8	0.7

Source: Bureau of PK-20 Education Reporting and Accessibility, Florida Department of Education (DOE)

Notes: Integrated Postsecondary Education Data System (IPEDS fall staff criteria used for data categorization. DOE collection years begin with the summer Term. (Ex. 2013-14 includes summer and fall of 2013, winter/spring 2014). Census Ratios = equity category of total degree holding population / total degree holding population within the colleges service area.

During the past reporting year, full-time instructional staff increased by less than one percent; black, Hispanic, other minorities and females increased one to two percent. From 2013-14 to 2017-18, full-time instructional staff increased by three percent; black, Hispanic, other minorities and females increased by seven percent, nine percent and 15 percent and four percent, respectively.

Table 2. Historical Track of College Full-time Instructional Staff: First Pay Period in October (Fall Beginning of Term)

		Census					Employment										1-YEAR DIFFERENCE	
		Bach. Deg and Higher		Grad. Deg. and Higher		Stu Pop.	2013-14		2014-15		2015-16		2016-17		2017-18		#	%
		#	%	#	%	%	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Diff.
Black	Female	62,437	3.6	31,228	3.1	12.6	358	6.2	350	6.0	376	6.4	388	6.5	392	6.5	4	1.0
Black	Male	44,118	2.5	21,889	2.2	7.5	243	4.2	253	4.3	250	4.2	251	4.2	252	4.2	1	0.4
Black	Total	106,555	6.1	53,117	5.3	20.1	601	10.4	603	10.3	626	10.6	639	10.7	644	10.7	5	0.8
Hispanic	Female	93,653	5.4	56,185	5.6	18.2	350	6.0	355	6.1	358	6.1	359	6.0	368	6.1	9	2.5
Hispanic	Male	83,552	4.8	63,062	6.3	13.4	290	5.0	301	5.1	308	5.2	324	5.4	327	5.4	3	0.9
Hispanic	Total	177,205	10.1	119,247	11.8	31.6	640	11.0	656	11.2	666	11.3	683	11.4	695	11.6	12	1.8
Other	Female	50,550	2.9	23,151	2.3	3.5	146	2.5	157	2.7	168	2.8	169	2.8	170	2.8	1	0.6
Other	Male	42,070	2.4	30,855	3.1	2.7	136	2.3	145	2.5	148	2.5	150	2.5	154	2.6	4	2.7
Other	Total	92,620	5.3	54,006	5.4	6.2	282	4.9	302	5.2	316	5.4	319	5.3	324	5.4	5	1.6
White	Female	657,337	37.6	340,522	33.8	24.0	2,418	41.7	2,440	41.7	2,420	41.0	2,468	41.2	2,464	41.1	-4	-0.2
White	Male	716,609	40.9	441,562	43.8	18.1	1,860	32.1	1,852	31.6	1,869	31.7	1,876	31.3	1,875	31.2	-1	-0.1
White	Total	1,373,946	78.5	782,084	77.6	42.1	4,278	73.7	4,292	73.3	4,289	72.7	4,344	72.6	4,339	72.3	-5	-0.1
Total	Female	863,977	49.4	451,086	44.7	58.4	3,272	56.4	3,302	56.4	3,322	56.3	3,384	56.5	3,394	56.5	10	0.3
Total	Male	886,349	50.6	557,368	55.3	41.6	2,529	43.6	2,551	43.6	2,575	43.7	2,601	43.5	2,608	43.5	7	0.3
Total	Total	1,750,326	100	1,008,454	100	100.0	5,801	100.0	5,853	100.0	5,897	100.0	5,985	100.0	6,002	100.0	17	0.3

Source: Bureau of PK-20 Education Reporting and Accessibility, Florida Department of Education (DOE)

Notes: Integrated Postsecondary Education Data System (IPEDS) fall staff criteria used for data categorization. DOE collection years begin with the summer Term. (Ex. 2013-14 includes summer and fall of 2013, winter/spring 2014). Census Ratios = equity category of total degree holding population / total degree holding population within the colleges service area.

During the past reporting year, full-time instructional staff with continuing contract decreased by 4 percent; black, Hispanic, other minorities and females decreased by 4 percent, 1 percent and 3 percent and 5 percent, respectively. From 2013-14 to 2017-18, full-time instructional staff with continuing contract decreased by 4 percent; Hispanic and other minorities increased by 1 percent and 3 percent, respectively, while black remained stable and females declined by 6 percent.

Table 3. Historical Track of College Full-time Continuing Contract Instructional Staff: First Pay Period in October (Fall Beginning of Term)

		Census					Employment										1-YEAR DIFFERENCE	
		Bach. Deg and Higher		Grad. Deg. and Higher		Stu Pop.	2013-14		2014-15		2015-16		2016-17		2017-18		#	% of Diff.
		#	%	#	%	%	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total		
Black	Female	62,437	3.6	31,228	3.1	12.6	211	5.3	212	5.2	224	5.6	211	5.3	204	5.4	-7	-3.32
Black	Male	44,118	2.5	21,889	2.2	7.5	154	3.9	170	4.2	176	4.4	168	4.2	161	4.2	-7	-4.17
Black	Total	106,555	6.1	53,117	5.3	20.1	365	9.2	382	9.4	400	9.9	379	9.6	365	9.6	-14	-3.69
Hispanic	Female	93,653	5.4	56,185	5.6	18.2	263	6.6	278	6.9	273	6.8	266	6.7	259	6.8	-7	-2.63
Hispanic	Male	83,552	4.8	63,062	6.3	13.4	216	5.4	232	5.7	226	5.6	222	5.6	222	5.8	0	0.00
Hispanic	Total	177,205	10.1	119,247	11.8	31.6	479	12.1	510	12.6	499	12.4	488	12.3	481	12.7	-7	-1.43
Other	Female	50,550	2.9	23,151	2.3	3.5	97	2.4	103	2.5	105	2.6	104	2.6	101	2.7	-3	-2.88
Other	Male	42,070	2.4	30,855	3.1	2.7	104	2.6	108	2.7	109	2.7	110	2.8	107	2.8	-3	-2.73
Other	Total	92,620	5.3	54,006	5.4	6.2	201	5.1	211	5.2	214	5.3	214	5.4	208	5.5	-6	-2.80
White	Female	657,337	37.6	340,522	33.8	24.0	1,637	41.2	1,658	40.9	1,630	40.4	1,609	40.6	1,521	40.1	-88	-5.47
White	Male	716,609	40.9	441,562	43.8	18.1	1,291	32.5	1,292	31.9	1,292	32.0	1,269	32.1	1,220	32.1	-49	-3.86
White	Total	1,373,946	78.5	782,084	77.6	42.1	2,928	73.7	2,950	72.8	2,922	72.4	2,878	72.7	2,741	72.2	-137	-4.76
Total	Female	863,977	49.4	451,086	44.7	58.4	2,208	55.6	2,251	55.5	2,232	55.3	2,190	55.3	2,085	54.9	-105	-4.79
Total	Male	886,349	50.6	557,368	55.3	41.6	1,765	44.4	1,802	44.5	1,803	44.7	1,769	44.7	1,710	45.1	-59	-3.34
Total	Total	1,750,326	100	1,008,454	100	100.0	3,973	100.0	4,053	100.0	4,035	100.0	3,959	100.0	3,795	100.0	-164	-4.14

Source: Bureau of PK-20 Education Reporting and Accessibility, Florida Department of Education

Notes: Integrated Postsecondary Education Data System (IPEDS) fall staff criteria used for data categorization. DOE collection years begin with the summer Term. (Ex. 2013-14 includes summer and fall of 2013, winter/spring 2014). Census Ratios = equity category of total degree holding population / total degree holding population within the colleges service area.

Florida College Employment Compared with National Benchmarks

The current report compares systemwide employment data to the national data and indicates increasing minorities and females in at least one of the identified employment categories.

While systemwide percentages represent the educational attainment for the state of Florida, benchmarks are more realistic for each college in recruiting an employment pool that reflects the demographics of the area. Percentages for smaller colleges are more sensitive to fluctuations in minority employees. In reviewing the total number of EAM positions at each college, those with less than 30 EAM positions experienced the greatest fluctuations in minority employees.

The most recent national data from IPEDS indicated that in fall 2016, of full-time faculty in degree-granting postsecondary institutions, 76 percent were white, six percent were black, five percent were Hispanic, 10 percent were Asian/Pacific Islander and three percent were other minorities. By comparison, Florida data in 2016 reflected that 73 percent were white, 11 percent were black, 11 percent were Hispanic and five percent were other minorities, which include Asian/Pacific Islanders.

In addition to national benchmarks, colleges may set goals based on service area demographics. Based on data for college personnel employed in EAM, full-time instructional staff (instructors) and full-time instructional staff with continuing contracts (instructors w/contracts), the

following section highlights colleges' achievement toward meeting or surpassing the benchmarks for blacks, Hispanics, other minorities and females in each employment category.

Sample Benchmark Achievements by Colleges for 2017-18

- Pensacola State College met benchmarks for female instructors.
- Broward College met benchmarks for Hispanic female instructors, female instructors with contracts and female instructors.
- Daytona State College met benchmarks for black instructors and instructors with contracts.
- Northwest Florida State College met benchmarks for female instructors and female instructors with contracts.
- South Florida State College met benchmarks in females in all categories.
- Eastern Florida State College met benchmarks for female instructors and instructors with contracts.

Systemwide Benchmark Achievement Trends for 2017-18

Benchmark Achievements for Blacks

- Seventeen colleges achieved benchmarks for black instructors.
- Thirteen colleges achieved benchmarks for females in EAM positions.
- Twenty-eight colleges achieved benchmarks for blacks in at least one category.

Benchmarks Achievements for Hispanics

- Nineteen colleges achieved benchmarks for Hispanics in at least one category.

Benchmark Achievements for Other Minorities

- Five colleges achieved benchmarks for other minorities in EAM positions for females.

Benchmark Achievements for Females

- Twenty-five colleges achieved benchmarks for females in any one employment category.
- Twenty colleges achieved benchmarks for females in one or more positions.
- Colleges achieved more benchmarks for females in EAM positions and instructor positions with continuing contracts.

Summary of Employment in Targeted Positions

Overall, the Florida College System continued to increase the representation of minorities and females in the targeted employment categories where opportunities were present, such as vacancies from persons leaving the system, newly created positions and positions created from retirements. Colleges continued to struggle with recruiting other minorities, especially for EAM positions. All colleges reported attempts to recruit from other areas of the state and/or nationally. Additionally, the rural colleges reported that they cannot compete with the salaries offered by larger universities or the attractiveness of larger urban-located institutions.

Methods Reported for Increasing Diversity in Employment

As a required component of the annual equity report, each college submitted methods and strategies to increase the representation of minorities and females in EAM and full-time instructional positions, including those with continuing contracts. The most common strategies included:

- Developing an online training program for selection committees, managers and supervisors to understand the hiring and selection process with a commitment to excellence and diversity.
- Distributing position announcements to local diverse professionals for assistance in recruitment and referrals.
- Scheduling a study of the college compensation plan, comparing EAM salary ranges to those of colleges of similar size and within the primary recruitment area in the southeast region of the United States.
- Encouraging employees to be active in the community and to provide assistance in identifying qualified minorities.
- Using the “Diversity Network” option offered by “The Chronicle of Higher Education,” which included distribution to 10 diversity network sites.
- Recruiting from minority-serving colleges and universities.
- Using the Hispanic Chamber of Commerce Advertising Media, which reaches a larger population.
- Distributing job postings to presidents of NAACP organizations to send to members.
- Increasing efforts in recruitment on a national scale.
- Continuing to assure diversity in the composition of screening/selection committees.
- Engaging in panel presentations to students on employment practices and
- Implementing required diversity training for all employees.

- Increasing cultural educational activities to for diversity awareness and understanding within the college community.

Additional Employment Equity Accountability Program Requirements

Along with analyzing data and establishing or revising goals to reach benchmarks to increase the employment of minorities and females, colleges must also include additional information in their respective plans as required under s. 1012.86, F.S. Requirements include 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.

Key Personnel Evaluations on Achieving Equity Goals

- Colleges addressed how institutional leaders of each major administrative division were evaluated on progress made toward meeting the goals and objectives of the college's employment equity accountability plan.
- Colleges evaluated administrators' efforts to achieve diversity for 2017-2018, as part of their annual performance appraisals.

Evaluations of College Presidents on Achieving Equity Goals

- Colleges were required to submit information that summarized the district boards of trustees' annual evaluation of the president regarding achievement of annual and long-term goals for employment equity.
- Most colleges reported their president received positive and commendable evaluations by the district boards of trustees regarding employment equity achievement.

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 guidelines are a sample of colleges policy and procedures:
 - An employment manager reviewed the screening committees for gender and minority composition.
 - All members of screening committees participated in equity and diversity training prior to beginning the committee process and deliberations.
 - The president, vice president or provost and the director of the human resources department approved all screening committees.
 - College equity officers served as ad hoc members of screening committees.

Processes for Granting Continuing Contract Status

- Colleges revised policies and procedures for granting continuing contract status to comply with Rule 6A-14.0411, Florida Administrative Code (F.A.C.), effective April 23, 2013. The 2013 amendment changed the minimum length of time a faculty member must be employed before becoming eligible for continuing contract status (five continuous years) and the criteria under which faculty are evaluated for this status. The following guidelines are a sample of colleges' policies and procedures:
 - Department chairs reviewed eligible faculty portfolios for review by as part of their performance evaluation and for further review by respective deans.
 - Portfolios included documentation related to accomplishments in the areas of teaching, excellence, service to the college, service to the community and professional accomplishments in the faculty's field or discipline.
 - Deans recommended to the college's vice president for academic affairs those faculty members who demonstrated solid satisfactory and higher performance, as well as other significant documented accomplishments.
 - The vice president of academic affairs subsequently recommended faculty to the president of the college.
 - The president reviewed, approved and recommended those applicants to the governing district board of trustees for final approval.

Budgetary Incentive Plans to Support and Ensure Attainment of Equity Goals

- All colleges submitted information related to budgetary incentive plans to support and ensure attainment of equity goals. Plans included funds for professional development for employees that colleges identified as having leadership potential. Colleges reported that funds were budgeted for advertising in minority recruitment publications.

Personnel and Salary Information

- Colleges included plans that describe 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.

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