

Florida College System Employment Equity Accountability Program Report

Progress Report for 2016-2017 through 2020-2021

December 2021



Acknowledgments

The Division of Florida Colleges gratefully acknowledges the contributions of the 28 colleges within the Florida College System to make educational opportunity a reality and their collaboration, which contributed to the creation of this report.

Preferred Citation

Florida College System Employment Equity Accountability Program Report: Progress Report for 2016-2017 to 2020-2021. Tallahassee, FL: Florida Department of Education, Division of Florida Colleges.

Copyright

2021 © Florida Department of Education, Division of Florida Colleges

Contents

Executive Summary	2
Introduction	3
System-wide Summary of Progress	4
Florida College System Employment Compared with National Benchmarks	4
Florida College System Benchmark Achievements	6
Benchmark Achievements for Blacks	7
Benchmarks Achievements for Hispanics.....	7
Benchmark Achievements for Other Minorities	7
Benchmark Achievements for Females	7
Sample Benchmark Achievements by Colleges for 2020-2021.....	Error! Bookmark not defined.
Summary of Employment in Targeted Positions	7
Methods Reported for Increasing Diversity in Employment.....	8
Additional Employment Equity Accountability Program Requirements	8
Key Personnel Evaluations on Achieving Equity Goals.....	8
Evaluations of College Presidents on Achieving Equity Goals.....	9
Maintaining Diversity on Personnel Selection Committees.....	9
Processes for Granting Continuing Contract Status.....	9
Budgetary Incentive Plans to Support and Ensure Attainment of Equity Goals	9
Personnel and Salary Information	9
Conclusion	10

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: 1) senior-level administrative positions, also referred to as Executive/Administrative/Managerial (EAM) positions, 2) full-time instructional staff, and 3) full-time instructional staff with continuing contracts. Colleges examined employment trends demographically for Blacks, Hispanics, and other minorities as well as females. Commonly 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 system-wide report to the president of the Senate and the speaker of the House of Representatives.

Together, colleges within the Florida College System enhanced the representation of minorities and females in EAM positions and full-time instructional staff over the prior year. This report contains 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 engaging methods and strategies to expand the employment of minorities and females that centered on differentiating the colleges' selection and screening committees; providing training for hiring committees; analyzing compensation plans; conducting salary equity studies; and increasing efforts in recruitment on a national scale to improve diverse applicant pools. The institutions also evaluated key executive personnel, including college presidents' efforts to achieve equity goals. This report features methods and addresses components for employment equity programs required for each college.

Introduction

Pursuant to s. 1012.86, 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 senior-level administrative positions; full-time instructional positions; and full-time instructional positions 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. 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 they did not achieve goals. Colleges established quantitative employment goals to measure progress and address the underrepresentation of minority and female employees. The Division of Florida Colleges provided data from the United States Census Bureau American Community Survey (U.S. Census) to derive benchmarks 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 their student population's demographic representation.

Furthermore, this report analyzes college employment using data from the Florida Department of Education’s personnel database and the Integrated Postsecondary Education Data System (IPEDS) fall staff Annual Personnel Report (APR) 2016-2017 – APR 2020-2021. This report also includes responses from colleges based on statutory requirements, including comprehensive 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; the process of awarding continuing contract status to full-time instructional staff; budgetary incentives to increase diversity; and information related to ensuring comparable salaries across demographic categories.

System-wide Summary of Progress

This section will examine and summarize the system-wide data by numbers and percentages of minority and female personnel from 2016-2017 to 2020-2021 for the Florida College System. The data represented in this report does not include temporary employees. Tables 1-3 reflect numerical and percentage changes from 2016-2017 to 2020-2021 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.

Florida College System Employment Compared with National Benchmarks

Data reflected in recent reports compare system-wide employment data to the national data and indicate increasing minorities and females in at least one of the identified employment categories. While system-wide percentages represent the educational attainment for Florida, benchmarks are more realistic for each college in recruiting an employment pool that reflects the demographics of the area. Some smaller colleges are more sensitive to variations in the representation of minority employees. In reviewing the total number of EAM positions at each college, those with less than 15 EAM or fewer positions experienced the largest variations in minority employees, including Asian/Pacific Islanders.

Nationally, of full-time faculty in degree-granting postsecondary institutions, 70.5 percent were white, 11.2 percent were Black, 12.7 percent were Hispanic, and 5.6 percent were other minorities (IPEDS APR 2020-2021, fall 2020). These trends reflect an increase in three areas and a decrease in one area. In comparison with Florida College System data in 2019, 71.6 percent of full-time faculty were white, 10.9 percent were Black, 12.1 percent were Hispanic, and 5.4 percent were other minorities, including Asian/Pacific Islanders.

Over the prior reporting year, the total number of full-time EAM employees increased overall. The representation of Black EAM employees increased by nearly half a percentage point from 17.2 percent in 2019-2020 to 17.7 percent in 2020-2021. The representation of Hispanic EAM employees increased by nearly half a percentage point from 11.1 percent to 11.6 percent in the same time period. While other minorities increased by nearly half a percentage point from 3.5 percent to 4.0 of all EAM positions, females decreased overall representation from 54.1 percent in 2019-2020 to 53.3 percent in 2020-2021.

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

Race	Gender	Census						Employment										1-Year Difference	
		Bach. Deg. and Higher		Grad. Deg. and Higher		Student Enrollment		2016-17		2017-18		2018-19		2019-20		2020-21		2019-20 2020-21	
		#	%	#	%	#	%	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	%
Black	Female	246,402	5.2	92,903	5.2	56,608	13.0	99	8.2	117	9.6	128	10.2	135	11.2	144	11.3	9	6.7
Black	Male	164,842	3.5	53,640	3.0	28,728	6.6	65	5.4	72	5.9	77	6.1	72	6.0	82	6.4	10	13.9
Black	Total	411,244	8.6	146,543	8.3	85,336	19.5	164	13.5	189	15.5	205	16.3	207	17.2	226	17.7	19	9.2
Hispanic	Female	530,511	11.2	174,954	9.9	89,402	20.5	62	5.1	65	5.3	74	5.9	73	6.1	74	5.8	1	1.4
Hispanic	Male	431,380	9.1	145,021	8.2	59,109	13.5	48	4.0	49	4.0	54	4.3	61	5.1	74	5.8	13	21.3
Hispanic	Total	961,891	20.2	319,975	18.1	148,511	34.0	110	9.1	114	9.4	128	10.2	134	11.1	148	11.6	14	10.4
Other	Female	164,431	3.5	63,812	3.6	18,255	4.2	21	1.7	21	1.7	20	1.6	20	1.7	28	2.2	8	40.0
Other	Male	146,443	3.1	64,742	3.7	12,225	2.8	18	1.5	23	1.9	24	1.9	22	1.8	23	1.8	1	4.5
Other	Total	310,874	6.5	128,554	7.3	30,480	7.0	39	3.2	44	3.6	44	3.5	42	3.5	51	4.0	9	21.4
White	Female	1,542,350	32.4	579,973	32.8	102,859	23.5	460	38.0	456	37.4	453	36.0	423	35.1	433	34.0	10	2.4
White	Male	1,530,388	32.2	595,284	33.6	69,693	16.0	439	36.2	416	34.1	427	34.0	398	33.1	417	32.7	19	4.8
White	Total	3,072,738	64.6	1,175,257	66.4	172,552	39.5	899	74.2	872	71.5	880	70.0	821	68.2	850	66.7	29	3.5
Total	Female	2,483,694	52.2	911,642	51.5	267,124	61.1	642	53.0	659	54.1	675	53.7	651	54.1	679	53.3	28	4.3
Total	Male	2,273,053	47.8	858,687	48.5	169,755	38.9	570	47.0	560	45.9	582	46.3	553	45.9	596	46.7	43	7.8
Total	Total	4,756,747	100.0	1,770,329	100.0	436,879	100.0	1,212	100.0	1,219	100.0	1,257	100.0	1,204	100.0	1,275	100.0	71	5.9

Note: Census data were updated with ACS 1-year estimates (2019)

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. 2016-2017 includes summer and fall of 2016, winter/spring 2017). Census Ratios = equity category of total degree-holding population/total degree-holding population within the college's service area.

Over the prior reporting year, the total full-time instructional staff decreased slightly from 5,929 to 5,913. While the representation of Blacks increased from 10.9 percent to 11.2 percent of all full-time instructional staff positions, Hispanics increased in representation from 12.1 percent in 2019-2020 to 12.7 percent in 2020-2021. Whereas the representation of other minority full-time instructional staff increased from 5.4 percent to 5.6 of all full-time instructional staff positions, females remained steady at 56.2 percent from 2019-2020 to 2020-2021.

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

Race	Gender	Census						Employment										1-Year Difference	
		Bach. Deg. and Higher		Grad. Deg. and Higher		Student Enrollment		2016-17		2017-18		2018-19		2019-20		2020-21		2019-20 2020-21	
		#	%	#	%	#	%	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	%
Black	Female	246,402	5.2	92,903	5.2	56,608	13.0	388	6.5	392	6.5	402	6.7	397	6.7	411	7.0	14	3.5
Black	Male	164,842	3.5	53,640	3.0	28,728	6.6	251	4.2	252	4.2	252	4.2	251	4.2	254	4.3	3	1.2
Black	Total	411,244	8.6	146,543	8.3	85,336	19.5	639	10.7	644	10.7	654	10.9	648	10.9	665	11.2	17	2.6
Hispanic	Female	530,511	11.2	174,954	9.9	89,402	20.5	359	6.0	368	6.1	377	6.3	368	6.2	383	6.5	15	4.1
Hispanic	Male	431,380	9.1	145,021	8.2	59,109	13.5	324	5.4	327	5.4	343	5.7	347	5.9	366	6.2	19	5.5
Hispanic	Total	961,891	20.2	319,975	18.1	148,511	34.0	683	11.4	695	11.6	720	12.0	715	12.1	749	12.7	34	4.8
Other	Female	164,431	3.5	63,812	3.6	18,255	4.2	169	2.8	170	2.8	170	2.8	164	2.8	170	2.9	6	3.7
Other	Male	146,443	3.1	64,742	3.7	12,225	2.8	150	2.5	154	2.6	156	2.6	158	2.7	163	2.8	5	3.2
Other	Total	310,874	6.5	128,554	7.3	30,480	7.0	319	5.3	324	5.4	326	5.4	322	5.4	333	5.6	11	3.4
White	Female	1,542,350	32.4	579,973	32.8	102,859	23.5	2,468	41.2	2,464	41.1	2,431	40.5	2,404	40.5	2,359	39.9	-45	-1.9
White	Male	1,530,388	32.2	595,284	33.6	69,693	16.0	1,876	31.3	1,875	31.2	1,876	31.2	1,840	31.0	1,807	30.6	-33	-1.8
White	Total	3,072,738	64.6	1,175,257	66.4	172,552	39.5	4,344	72.6	4,339	72.3	4,307	71.7	4,244	71.6	4,166	70.5	-78	-1.8
Total	Female	2,483,694	52.2	911,642	51.5	267,124	61.1	3,384	56.5	3,394	56.5	3,380	56.3	3,333	56.2	3,323	56.2	-10	-0.3
Total	Male	2,273,053	47.8	858,687	48.5	169,755	38.9	2,601	43.5	2,608	43.5	2,627	43.7	2,596	43.8	2,590	43.8	-6	-0.2
Total	Total	4,756,747	100.0	1,770,329	100.0	436,879	100.0	5,985	100.0	6,002	100.0	6,007	100.0	5,929	100.0	5,913	100.0	-16	-0.3

Note: Census data were updated with ACS 1-year estimates (2019)

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. 2016-2017 includes summer and fall of 2016, winter/spring 2017). Census Ratios = equity category of total degree-holding population/total degree-holding population within the college's service area.

For the prior reporting year, the total number of full-time continuing contract instructional staff increased from 3,713 to 3,748. The representation of Black full-time continuing contract instructional staff increased slightly from 10 percent in 2019-2020 to 10.1 percent in 2020-2021. Hispanic full-time continuing contract instructional staff decreased from 13.5 percent in 2019-2020 to 13.3 percent in 2020-2021. Other minority full-time continuing contract instructional staff increased from 5.6 percent in 2019-2020 to 5.7 percent in 2020-2021, while female full-time continuing contract instructional staff increased slightly from 54.7 percent to 55.0 percent.

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

Race	Gender	Census				Employment										1-Year Difference			
		Bach. Deg and Higher		Grad. Deg. and Higher		Student Enrollment		2016-17		2017-18		2018-19		2019-20		2020-21		#	%
		#	%	#	%	#	%	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total		
Black	Female	246,402	5.2	92,903	5.2	56,608	13.0	211	5.3	204	5.4	222	5.9	215	5.8	220	5.9	5	2.3
Black	Male	164,842	3.5	53,640	3.0	28,728	6.6	168	4.2	161	4.2	158	4.2	157	4.2	159	4.2	2	1.3
Black	Total	411,244	8.6	146,543	8.3	85,336	19.5	379	9.6	365	9.6	380	10.1	372	10.0	379	10.1	7	1.9
Hispanic	Female	530,511	11.2	174,954	9.9	89,402	20.5	266	6.7	259	6.8	261	6.9	267	7.2	266	7.1	-1	-0.4
Hispanic	Male	431,380	9.1	145,021	8.2	59,109	13.5	222	5.6	222	5.8	231	6.1	234	6.3	234	6.2	0	0.0
Hispanic	Total	961,891	20.2	319,975	18.1	148,511	34.0	488	12.3	481	12.7	492	13.1	501	13.5	500	13.3	-1	-0.2
Other	Female	164,431	3.5	63,812	3.6	18,255	4.2	104	2.6	101	2.7	98	2.6	97	2.6	101	2.7	4	4.1
Other	Male	146,443	3.1	64,742	3.7	12,225	2.8	110	2.8	107	2.8	109	2.9	112	3.0	114	3.0	2	1.8
Other	Total	310,874	6.5	128,554	7.3	30,480	7.0	214	5.4	208	5.5	207	5.5	209	5.6	215	5.7	6	2.9
White	Female	1,542,350	32.4	579,973	32.8	102,859	23.5	1,609	40.6	1,521	40.1	1,475	39.2	1,452	39.1	1,475	39.4	23	1.6
White	Male	1,530,388	32.2	595,284	33.6	69,693	16.0	1,269	32.1	1,220	32.1	1,204	32.0	1,179	31.8	1,179	31.5	0	0.0
White	Total	3,072,738	64.6	1,175,257	66.4	172,552	39.5	2,878	72.7	2,741	72.2	2,679	71.3	2,631	70.9	2,654	70.8	23	0.9
Total	Female	2,483,694	52.2	911,642	51.5	267,124	61.1	2,190	55.3	2,085	54.9	2,056	54.7	2,031	54.7	2,062	55.0	31	1.5
Total	Male	2,273,053	47.8	858,687	48.5	169,755	38.9	1,769	44.7	1,710	45.1	1,702	45.3	1,682	45.3	1,686	45.0	4	0.2
Total	Total	4,756,747	100.0	1,770,329	100.0	436,879	100.0	3,959	100.0	3,795	100.0	3,758	100.0	3,713	100.0	3,748	100.0	35	0.9

Note: Census data were updated with ACS 1-year estimates (2019)

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. 2016-2017 includes summer and fall of 2016, winter/spring 2017). Census Ratios = equity category of total degree-holding population/total degree-holding population within the college's service area.

Florida College System Benchmark Achievements

To assist in the continuous improvement of national benchmarks or standards, colleges may elect to set goals based on the population's demographics in their service areas. Based on data for college personnel employed in EAM, full-time instructional staff (instructors), and full-time instructional staff with continuing contracts (instructors with contracts), the following section highlights colleges' achievement toward meeting or surpassing the benchmarks for Blacks, Hispanics, other minorities, and females in each employment category.

System-wide Benchmark Achievement Trends for 2020-2021

Benchmark Achievements for Blacks

- Eighteen colleges achieved benchmarks for Black instructors.
- Thirteen colleges achieved benchmarks for females in EAM positions.
- Twenty-three colleges achieved benchmarks for Blacks in at least one employment category.

Benchmarks Achievements for Hispanics

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

Benchmark Achievements for Other Minorities

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

Benchmark Achievements for Females

- Fourteen colleges achieved benchmarks for females in EAM positions.
- Fourteen colleges achieved benchmarks for females in full-time instructor positions.
- Fourteen colleges continued to achieve benchmarks for females in full-time instructor positions with continuing contracts.

Areas for Which Colleges did not Meet or Exceed Benchmarks

The Florida College System requires that the Annual Equity Update plan include specific, measurable goals and objectives, specific strategies and timelines for accomplishing benchmarks, goals, and objectives, and comparable national standards as provided by the Florida Department of Education. The Florida College System encourages each college to devote attention to the development of effective methods and strategies for any areas of improvement identified in analyses. This includes assessing and implementing strategies as a method to achieve targeted benchmarks in the future.

Summary of Employment in Targeted Positions

The Florida College System continued to grow the representation of minorities and females in the targeted employment categories with job vacancies or through the formation of new positions. Despite the overall progress in increasing representation, institutions reported continued difficulties recruiting other minorities, especially for EAM positions. Colleges continued to report attempts to recruit from other regions of the state and nationally. Additionally, the rural colleges reported they could not compete with larger universities' salaries or the attractiveness of larger urban-located institutions due to their respective geographical locations.

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. To increase representation, colleges reported the following strategies:

- Continuing to reassure diversity in the composition of screening/selection committees.
- Employing staff who previously worked at minority-serving colleges and universities.
- Sharing employment practices with students.
- Implementing required diversity training for all employees.
- Expanding cultural and educational activities for diversity awareness and understanding within the college community.
- Issuing position announcements to diverse local and statewide professionals for assistance in recruitment and referrals.
- Encouraging employees to be active in the community and to provide assistance in identifying qualified minorities.
- Reviewing the college's compensation plan, comparing EAM salary ranges to colleges of similar size and within the primary recruitment area.
- Utilizing online training programs for selection committees, managers, and supervisors to understand the hiring and selection process with a commitment to excellence and diversity.

Additional Employment Equity Accountability Program Requirements

Along with analyzing data and establishing or revising goals to reach benchmarks to increase minorities' and females' employment, colleges must also include additional information in their respective plans as required under s. 1012.86, F.S. Requirements include key personnel and staff 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, and budgetary incentive plans to support and ensure attainment of equity goals and personnel and salary information.

Key Personnel Evaluations on Achieving Equity Goals

- Colleges discussed how institutional leaders of each major administrative division were evaluated on progress made toward meeting the colleges' employment equity accountability plan's goals and objectives.
- As part of their annual performance appraisals, colleges evaluated administrators' efforts to achieve diversity for 2020-2021.
- Colleges described the remedial steps to be taken when any staff evaluations yield unsatisfactory progress toward meeting intended goals.

Evaluations of College Presidents on Achieving Equity Goals

- Colleges are required under the statute to submit information summarizing the district boards of trustees' annual evaluation of college presidents regarding the achievement of annual and long-term employment equity goals. Colleges reported this year that presidents received positive and commendable evaluations by their boards regarding employment equity achievement.

Maintaining Diversity on Personnel Selection Committees

- Florida College System institutions must 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' policies and procedures:
 - An employment manager reviewed the screening committees for gender and minority composition before the hiring process convened.
 - All members of screening committees participated in equity and diversity training prior to beginning the committee process and deliberations.
 - Recruitment plans were utilized to ensure balanced and diverse selection committees.
 - The president, vice president, provost, and the human resources department director approved all screening committees.

Processes for Granting Continuing Contract Status

- Colleges must adopt policies and procedures for granting continuing contract status to comply with Rule 6A-14.0411, Florida Administrative Code, effective April 23, 2013. The following actions are a sample of colleges' policies and procedures:
 - Department chairs reviewed eligible faculty portfolios as part of their performance evaluation and further review by respective deans.
 - Due to the continuing impact of the COVID-19 pandemic, some colleges did not hire instructional staff with continuing contracts for the 2021-22 academic year. Instead, the colleges employed faculty on temporary contracts to support the needs of students.
 - 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 the completion of equity goals. The budgetary incentive plans included funds for professional development for employees that colleges identified as having leadership potential.

- Some budgetary incentive plans included allocating funds for advertising in national publications and websites, with direct marketing strategies targeting specific minority groups.

Personnel 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.
- Colleges included plans that describe job classification titles, appointment status, and salary information.

Conclusion

Institutions within the Florida College System continue to employ many techniques and strategies to increase the total number of minorities and females in employment categories. The methods and strategies employed by the colleges that have achieved most of their benchmarks in any one or more categories include continued recruitment efforts that specifically target and attract Hispanics, Blacks, and women in EAM positions; mentoring programs intended to prepare and stimulate existing personnel for internal promotions; engagement of seeking qualified job seekers and applicants with other higher education institutions throughout the United States; the growth and enhancement of online training programs for selection committees; training managers and supervisors to understand the hiring and selection process with a commitment to excellence and diversity; salary equity studies; and recruitment from minority-serving colleges and universities.

The Division of Florida Colleges provides technical assistance to enrich the colleges' efforts to increase the total number of minorities and females in employment categories. In addition to developing methods to increase the employment of minorities and females, colleges must also include data in their respective policies required under s. 1012.86, F.S. This involves 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, and budgetary incentive plans to support and ensure attainment of equity goals and personnel and salary information. Since the statute was implemented, colleges in the Florida College System continue to improve overall total representation in the number of minorities and females in employment categories.