

Florida College System Employment Equity Accountability Program Report

Progress Report for 2014-2015 through 2018-2019

December 2019



FLORIDA DEPARTMENT OF
EDUCATION
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THE *Florida*
COLLEGE SYSTEM

Acknowledgments

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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: 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. 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 improved the representation of minorities and females in EAM positions and full-time instructional staff over the prior year. This report includes a breakdown 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 employing methods and strategies to increase the employment of minorities and females that 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. 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 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 the demographic representation of their student population.

This report provides an analysis of 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) 2014-15 – APR 2018-19. This report also 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.

System-wide Summary of Progress

This section will analyze and capture the system-wide data by numbers and percentages of minority and female personnel from 2014-15 to 2018-19 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 2014-15 to 2018-19 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 the state of 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 22 EAM or fewer positions experienced the greatest variations in minority employees, which includes Asian/Pacific Islanders.

Data from IPEDS indicated that in fall 2018, of full-time faculty in degree-granting postsecondary institutions, 71.7 percent were white, 10.9 percent were black, 12 percent were Hispanic, and 5.4 percent were minorities. In comparison with Florida data in 2017, 72.3 percent were white, 10.7 percent were black, 11.6 percent were Hispanic, and 5.4 percent were other minorities, which includes Asian/Pacific Islanders.

The last reporting year yielded the following results: full-time EAM employees increased overall by 3 percentage points; black, Hispanic, and other minorities increased by a total of 20.8 percent, and whites increased by 0.8 percent. From 2014-15 to 2018-19, full-time EAM employees increased gradually over time.

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				Enrollment	Employment										1-Year Difference 2017-18 2018-19		Census Student Pop.
		Bach. Deg and Higher		Grad. Deg. and Higher			2014-15		2015-16		2016-17		2017-18		2018-19		#	%	
		#	%	#	%		#	% of Total											
Black	Female	62,437	3.6	31,228	3.1	12.8	94	7.6	93	7.7	99	8.2	117	9.6	128	10.2	11	9.4	0.1
Black	Male	44,118	2.5	21,889	2.2	7.4	62	5.0	61	5.1	65	5.4	72	5.9	77	6.1	5	6.9	0.1
Black	Total	106,555	6.1	53,117	5.3	20.2	156	12.6	154	12.8	164	13.5	189	15.5	205	16.3	16	8.5	0.2
Hispanic	Female	93,653	5.4	56,185	5.6	18.8	58	4.7	64	5.3	62	5.1	65	5.3	74	5.9	9	13.8	0.1
Hispanic	Male	83,552	4.8	63,062	6.3	13.6	54	4.4	44	3.6	48	4.0	49	4.0	54	4.3	5	10.2	0.1
Hispanic	Total	177,205	10.1	119,247	11.8	32.3	112	9.0	108	9.0	110	9.1	114	9.3	128	10.2	14	12.3	0.3
Other	Female	50,550	2.9	23,151	2.3	3.7	21	1.7	19	1.6	21	1.7	21	1.7	20	1.6	-1	-4.8	0.1
Other	Male	42,070	2.4	30,855	3.1	2.7	19	1.5	20	1.7	18	1.5	23	1.9	24	1.9	1	4.3	0.1
Other	Total	92,620	5.3	54,006	5.4	6.4	40	3.2	39	3.2	39	3.2	44	3.6	44	3.5	0	0.0	0.1
White	Female	657,337	37.6	340,522	33.8	23.6	499	40.3	474	39.3	460	37.9	456	37.3	454	36.1	-2	-0.4	0.2
White	Male	716,609	40.9	441,562	43.8	17.4	431	34.8	431	35.7	441	36.3	419	34.3	428	34.0	9	2.1	0.2
White	Total	1,373,946	78.5	782,084	77.6	41.0	930	75.1	905	75.0	901	74.2	875	71.6	882	70.1	7	0.8	0.4
Total	Female	863,977	49.4	451,086	44.7	59.0	672	54.3	650	53.9	642	52.9	659	53.9	676	53.7	17	2.6	0.6
Total	Male	886,349	50.6	557,368	55.3	41.0	566	45.7	556	46.1	572	47.1	563	46.1	583	46.3	20	3.6	0.4
Total	Total	1,750,326	100.0	1,008,454	100.0	100.0	1,238	100.0	1,206	100.0	1,214	100.0	1,222	100.0	1,259	100.0	37	3.0	1.0

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. 2014-15 includes summer and fall of 2014, winter/spring 2015). Census Ratios = equity category of total degree-holding population/total degree-holding population within the college's service area.

The last reporting year yielded the following results: full-time instructional staff increased by less than 1 percentage point; black, Hispanic, other minorities and females increased from less than 1 to 3.6 percent, and whites decreased by less than 1 percent. From 2014-15 to 2018-19, full-time instructional staff steadily increased on an annual basis.

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

Race	Gender	Census				Enrollment	Employment										1-Year Difference 2017-18 2018-19		Census Student Pop.
		Bach. Deg and Higher		Grad. Deg. and Higher			2014-15		2015-16		2016-17		2017-18		2018-19		#	%	
		#	%	#	%		#	% of Total											
Black	Female	62,437	3.6	31,228	3.1	12.8	350	6.0	376	6.4	388	6.5	392	6.5	402	6.7	10	2.6	0.1
Black	Male	44,118	2.5	21,889	2.2	7.4	253	4.3	250	4.2	251	4.2	252	4.2	252	4.2	0	0.0	0.1
Black	Total	106,555	6.1	53,117	5.3	20.2	603	10.3	626	10.6	639	10.7	644	10.7	654	10.9	10	1.6	0.2
Hispanic	Female	93,653	5.4	56,185	5.6	18.8	355	6.1	358	6.1	359	6.0	368	6.1	377	6.3	9	2.4	0.1
Hispanic	Male	83,552	4.8	63,062	6.3	13.6	301	5.1	308	5.2	324	5.4	327	5.4	343	5.7	16	4.9	0.1
Hispanic	Total	177,205	10.1	119,247	11.8	32.3	656	11.2	666	11.3	683	11.4	695	11.6	720	12.0	25	3.6	0.3
Other	Female	50,550	2.9	23,151	2.3	3.7	157	2.7	168	2.8	169	2.8	170	2.8	170	2.8	0	0.0	0.1
Other	Male	42,070	2.4	30,855	3.1	2.7	145	2.5	148	2.5	150	2.5	154	2.6	156	2.6	2	1.3	0.1
Other	Total	92,620	5.3	54,006	5.4	6.4	302	5.2	316	5.4	319	5.3	324	5.4	326	5.4	2	0.6	0.1
White	Female	657,337	37.6	340,522	33.8	23.6	2,440	41.7	2,420	41.0	2,468	41.2	2,464	41.1	2,431	40.5	-33	-1.3	0.2
White	Male	716,609	40.9	441,562	43.8	17.4	1,852	31.6	1,869	31.7	1,876	31.3	1,875	31.2	1,876	31.2	1	0.1	0.2
White	Total	1,373,946	78.5	782,084	77.6	41.0	4,292	73.3	4,289	72.7	4,344	72.6	4,339	72.3	4,307	71.7	-32	-0.7	0.4
Total	Female	863,977	49.4	451,086	44.7	59.0	3,302	56.4	3,322	56.3	3,384	56.5	3,394	56.5	3,380	56.3	-14	-0.4	0.6
Total	Male	886,349	50.6	557,368	55.3	41.0	2,551	43.6	2,575	43.7	2,601	43.5	2,608	43.5	2,627	43.7	19	0.7	0.4
Total	Total	1,750,326	100.0	1,008,454	100.0	100.0	5,853	100.0	5,897	100.0	5,985	100.0	6,002	100.0	6,007	100.0	5	0.1	1.0

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. 2014-15 includes summer and fall of 2014, winter/spring 2015). Census Ratios = equity category of total degree-holding population/total degree-holding population within the college's service area.

The last reporting year yielded the following results: full-time instructional staff with continuing contracts decreased by 1 percentage point; blacks increased by 4.1 percent, Hispanics increased by 2.3 percent, other minorities decreased by less than 1 percent, and whites decreased by 2.3 percent, respectively. From 2014-15 to 2018-19, full-time instructional staff with continuing contracts decreased gradually on an annual basis.

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

Race	Gender	Census				Enrollment	Employment										1-Year Difference		Census Student Pop.
		Bach. Deg. and Higher		Grad. Deg. and Higher			2014-15		2015-16		2016-17		2017-18		2018-19		2017-18 2018-19		
		#	%	#	%		%	#	% of Total	#									
Black	Female	62,437	3.6	31,228	3.1	12.8	212	5.2	224	5.6	211	5.3	204	5.4	222	5.9	18	8.8	0.1
Black	Male	44,118	2.5	21,889	2.2	7.4	170	4.2	176	4.4	168	4.2	161	4.2	158	4.2	-3	-1.9	0.1
Black	Total	106,555	6.1	53,117	5.3	20.2	382	9.4	400	9.9	379	9.6	365	9.6	380	10.1	15	4.1	0.2
Hispanic	Female	93,653	5.4	56,185	5.6	18.8	278	6.9	273	6.8	266	6.7	259	6.8	261	6.9	2	0.8	0.1
Hispanic	Male	83,552	4.8	63,062	6.3	13.6	232	5.7	226	5.6	222	5.6	222	5.8	231	6.1	9	4.1	0.1
Hispanic	Total	177,205	10.1	119,247	11.8	32.3	510	12.6	499	12.4	488	12.3	481	12.7	492	13.1	11	2.3	0.3
Other	Female	50,550	2.9	23,151	2.3	3.7	103	2.5	105	2.6	104	2.6	101	2.7	98	2.6	-3	-3.0	0.1
Other	Male	42,070	2.4	30,855	3.1	2.7	108	2.7	109	2.7	110	2.8	107	2.8	109	2.9	2	1.9	0.1
Other	Total	92,620	5.3	54,006	5.4	6.4	211	5.2	214	5.3	214	5.4	208	5.5	207	5.5	-1	-0.5	0.1
White	Female	657,337	37.6	340,522	33.8	23.6	1,658	40.9	1,630	40.4	1,609	40.6	1,521	40.1	1,475	39.2	-46	-3.0	0.2
White	Male	716,609	40.9	441,562	43.8	17.4	1,292	31.9	1,292	32.0	1,269	32.1	1,220	32.1	1,204	32.0	-16	-1.3	0.2
White	Total	1,373,946	78.5	782,084	77.6	41.0	2,950	72.8	2,922	72.4	2,878	72.7	2,741	72.2	2,679	71.3	-62	-2.3	0.4
Total	Female	863,977	49.4	451,086	44.7	59.0	2,251	55.5	2,232	55.3	2,190	55.3	2,085	54.9	2,056	54.7	-29	-1.4	0.6
Total	Male	886,349	50.6	557,368	55.3	41.0	1,802	44.5	1,803	44.7	1,769	44.7	1,710	45.1	1,702	45.3	-8	-0.5	0.4
Total	Total	1,750,326	100	1,008,454	100	100.0	4,053	100.0	4,035	100.0	3,959	100.0	3,795	100.0	3,758	100.0	-37	-1.0	1.0

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. 2014-15 includes summer and fall of 2014, winter/spring 2015). Census Ratios = equity category of total degree-holding population/total degree-holding population within the college's service area.

Florida College System Benchmark Achievements

In support of national benchmarks, colleges may opt to set goals based on the demographics for which they provide services. 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.

System-wide Benchmark Achievement Trends for 2018-19

Benchmark Achievements for Blacks

- Eleven colleges achieved benchmarks for black instructors.
- Twelve colleges achieved benchmarks for females in EAM positions.
- Sixteen colleges achieved benchmarks for blacks in at least one category.

Benchmark Achievements for Hispanics

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

Benchmark Achievements for Other Minorities

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

Benchmark Achievements for Females

- Nineteen 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.

Sample Benchmark Achievements by Colleges for 2018-19

- Gulf Coast State College met benchmarks for female instructors.
- Broward College met benchmarks for Hispanic female instructors and black female instructors with contracts.
- Florida Gateway College met benchmarks for all black and Hispanic instructors with contracts.
- Santa Fe College met benchmarks for female instructors and female instructors with contracts.
- Daytona State College met benchmarks for females in all categories.
- Tallahassee Community College met benchmarks for female instructors and instructors with 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 nationally. Additionally, the rural colleges reported that they could not 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 include:

- 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 diverse local professionals for assistance in recruitment and referrals.
- Scheduling a study of the college's 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.
- Recruiting from minority-serving colleges and universities.
- 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 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 colleges' employment equity accountability plan.
- Colleges evaluated administrators' efforts to achieve diversity for 2018-2019, 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' policies 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 as part of their performance evaluation and 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.

Conclusion

Institutions within the Florida College System have employed a host of methods and strategies to increase the total number of minorities and females in employment categories that are underrepresented. The methods and strategies implemented by the colleges that have achieved most of their benchmarks in any one or more categories are provided: recruitment efforts that specifically target and attract Hispanics, blacks and women in EAM positions; mentoring programs designed to prepare and promote existing personnel for internal promotions; engagement of seeking qualified job seekers and applicants with other higher education institutions across the United States; the development 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.

In conclusion, the Florida College System prides itself on being able to provide technical support for the enhancement of the colleges' efforts in identifying and implementing methods and strategies to increase the total number of minorities and females in employment categories that are underrepresented. While developing methods to increase the employment of minorities and females, colleges must also include information in their respective plans required under s. 1012.86, F.S. This includes 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. Colleges in the Florida College System have made significant progress in increasing the overall total number of minorities and females in under-represented employment categories since the statute was implemented.