



Employment Equity Accountability Program

Progress Report for 2010-2011
through 2014-2015

The Division of Florida Colleges



**The Florida College System
Employment Equity Accountability Program Progress Report
For 2010-2011 through 2014-2015**

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Executive Summary

The Florida College System is comprised of 28 postsecondary institutions, and each is governed by a district board of trustees to develop and implement policy as required in Florida Statutes. Florida law 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. Employment trends are examined demographically for blacks, Hispanics, other minorities and females. Referred to as the Florida College System Institution Employment Equity Accountability Program, section (s.) 1012.86, Florida Statute (F.S.), also requires that an annual system-wide report be provided by the Florida Department of Education to the President of the Senate and the Speaker of the House of Representatives. The following report presents all components required in s.1012.86, F.S.

System-wide hiring trends among the Florida College System institutions, reflect that EAM positions decreased by five positions, from 1,255 positions in 2013-2014 to 1,250 in 2014-2015. There was a total decrease of 21 minority positions among blacks and Hispanics. However, the employment of other minorities, both male and female increased by eight positions, from 33 in 2013-2014 to 41 in 2014-2015. (Other minorities are comprised of Asians, Hawaiian/Pacific Islanders, Native Americans, Alaskan Natives, bi-racial minorities and multi-racial minorities.)

Additionally, full-time instructional positions increased from 5,800 in 2013-2014 to 5,853 in 2014-2015, or by 53 system-wide. Among full-time instructional positions with continuing contracts, 80 positions were added, from 3,974 in 2013-2014 to 4,054 in 2014-2015. The increases are most highly reflected among blacks Hispanics and other minorities. Among all full-time instructional staff, blacks represent 10.3 percent, Hispanics represent 11.2 percent and other minorities represent 5 percent. Full-time instructional staff with continuing contracts are comprised of 17 percent blacks, 12.6 percent Hispanics and 5.1 percent other minorities.

Data was reviewed from the National Center for Education Statistics for comparative purposes. The Center's most recent data for full-time faculty in degree-granting postsecondary institutions is from the fall of 2013. Full-time faculty reflect that 79 percent were white, six percent were black, five percent were Hispanic, and 10 percent were Asian/Pacific Islander. Compared to Florida in 2013, 73.6 percent were white; 10.3 percent were black; 11 percent were Hispanic; and 4.7 percent were other minorities, which include Asian/Pacific Islanders. The Florida College System surpasses the national representation of full-time faculty among blacks and Hispanics.

The Florida College System institutions continue to implement a variety of methods and strategies to increase the employment of minorities and females where they are underrepresented. This report provides a sampling of these methods, and addresses other components for employment equity programs required of each college.

Introduction

Pursuant to s. 1012.86, Florida Statute, (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 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 update their plans annually and submit them to the Florida Department of Education. The plans are used to prepare this report. The Florida College System Employment Equity Accountability Program Progress Report reflects progress toward increasing diversity in recruitment and employment that has occurred over the last five years. 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 purposes of this report, the terms, “Florida College System” or “college(s)” are used to refer to the collective body of Florida’s 28 public state colleges and community colleges.

Section 1012.86, F.S., further requires colleges to establish goals for increasing minority and female representation in the previously identified categories and to develop methods and strategies to increase employment in those areas where goals were not achieved. Colleges establish quantitative employment goals based on statutorily-required national standard benchmarks in order to measure progress and address the under-representation of minority and/or female employees. The benchmarks are derived from the United States Census Bureau American Community Survey (U.S. Census) and include 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. The colleges were provided this data for persons who reside in the catchment area of each college’s respective service region. Colleges may establish additional goals to increase the representation of minorities and females, for example, striving to mirror the demographic representation of the college’s student population.

This report summarizes responses from college presidents and their respective boards of trustees to the requirements of the statute. Analysis is based upon the employment data provided by the 28 colleges to the Division of Florida Colleges, via the personnel database and the Integrated Postsecondary Education Data System (IPEDS) Fall Staff Annual Personnel Report (APR) 2010-2011 – APR 2014-2015. Although colleges are required to maintain a three-year plan, data for the previous five years is provided for further analysis. The analysis in this report also summarizes specific methods and strategies reported by individual colleges to increase the representation of minorities and females in EAM, full-time instructional staff, and full-time instructional staff with continuing contracts. Additionally, as required by statute, the report summarizes information regarding annual evaluations of college presidents and certain administrative personnel on efforts toward meeting the goals and objectives to increase employment in the targeted areas. Finally, the statute requires information related to the process of awarding continuing contract status to full-time instructional staff, information related to budgetary incentives to increase diversity, and information related to ensuring comparable salaries demographically.

System-wide Summary of Progress

This section offers an analysis of the system-wide data by numbers and percentages of minority and female personnel from 2010-2011 to 2014-2015 for the Florida College System. Tables 1-3 further reflect numerical and percentage changes from 2010-2011 to 2014-2015 of minorities and females in EAM positions, full-time instructional staff and full-time instructional staff with continuing contracts. Minority positions are categorized by black employees, Hispanic employees and other minority employees. Other minorities are comprised of Asians, Hawaiian/Pacific Islanders, Native Americans, Alaskan Natives, bi-racial minorities and multi-racial minorities. Other minorities, as defined, are analyzed as a group due to the low representation of any one race that could result in an invalid statistical analysis for any particular class.

Pages five through seven reflect these historical personnel trends individually for EAM positions, full-time instructional staff and instructional staff with continuing contracts. Colleges are required to maintain a three-year plan to increase minority and female representation in employment; however, colleges can review trends over a five-year period to better evaluate factors that might impact hiring trends. Trends may include limited funding, economic impacts, student enrollments, students returning to work and employee turnover. In addition to reflecting data of employees by race and gender, the tables also include Florida's system-wide U.S. Census benchmarks for black, Hispanic, other minority and total female personnel for Florida. These benchmarks, as referenced in the introduction were obtained from the American Educational Attainment Census.

Florida College System
College: System Total
Historical Track Of College Full-Time Exec/Administrative/Managerial Staff
Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

							Employment												
		Census																	
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15				
		#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	# DIF	% DIF	
							of total	of total	of total	of total	of total	of total	of total	of total	of total	of total	2013-14	2013-14	
							2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	
	Total	1,750,326	100	1,008,454	100	100%	1,144	100	1,146	100	1,170	100	1,255	100	1,250	100	-5	-0.40%	
Black	Female	62,437	3.6	31,228	3.1	11.60%	67	5.9	78	6.8	85	7.3	95	7.6	94	7.5	-1	-1.10%	
	Male	44,118	2.5	21,889	2.2	6.98%	64	5.6	65	5.7	65	5.6	65	5.2	61	4.9	-4	-6.20%	
	Total	106,555	6.1	53,117	5.3	18.60%	131	11.5	143	12.5	150	12.8	160	12.7	155	12.4	-5	-3.10%	
Hispanic	Female	93,653	5.4	56,185	5.6	14.70%	55	4.8	56	4.9	50	4.3	62	4.9	60	4.8	-2	-3.20%	
	Male	83,552	4.8	63,062	6.3	10.30%	52	4.5	54	4.7	53	4.5	55	4.4	54	4.3	-1	-1.80%	
	Total	177,205	10	119,247	12	25.00%	107	9.4	110	9.6	103	8.8	117	9.3	114	9.1	-3	-2.60%	
Non_Resident Alien	Female	0	0	0	0	1.30%	0	0	0	0	0	0	0	0	0	0	0	0	
	Male	0	0	0	0	1.00%	0	0	0	0	1	0.1	0	0	1	0.1	0	0	
	Total	0	0	0	0	2.30%	0	0	0	0	1	0.1	0	0	1	0.1	0	0	
Other	Female	50,550	2.9	23,151	2.3	6.42%	20	1.7	15	1.3	16	1.4	17	1.4	21	1.7	4	23.50%	
	Male	42,070	2.4	30,855	3.1	5.19%	12	1	11	1	11	0.9	16	1.3	20	1.6	4	25.00%	
	Total	92,620	5.3	54,006	5.4	11.60%	32	2.8	26	2.3	27	2.3	33	2.6	41	3.3	8	24.20%	
White	Female	657,337	38	340,522	34	23.90%	448	39.2	449	39.2	473	40.4	515	41	501	40.1	-14	-2.70%	
	Male	716,609	41	441,562	44	18.70%	426	37.2	418	36.5	416	35.6	430	34.3	438	35	8	1.90%	
	Total	1,373,946	79	782,084	78	42.50%	874	76.4	867	75.7	889	76	945	75.3	939	75.1	-6	-0.60%	
Total	Female	863,977	49	451,086	45	57.80%	590	51.6	598	52.2	624	53.3	689	54.9	676	54.1	-13	-1.90%	
	Male	886,349	51	557,368	55	42.20%	554	48.4	548	47.8	546	46.7	566	45.1	574	45.9	8	1.40%	

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

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Florida College System
College: System Total
Historical Track Of College Full-Time Instructional Staff
Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Employment																
		Census																
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15			
		#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	# DIF	% DIF
							of		of		of		of		of		2013-14	2013-14
							total		total		total		total		total		2014-15	2014-15
	Total	1,750,326	100	1,008,454	100	100%	5,418	100	5,622	100	5,651	100	5,800	100	5,853	100	53	0.90%
Black	Female	62,437	3.6	31,228	3.1	11.60%	308	5.7	321	5.7	322	5.7	357	6.2	349	6	-8	-2.20%
	Male	44,118	2.5	21,889	2.2	6.98%	203	3.7	223	4	236	4.2	242	4.2	251	4.3	9	3.70%
	Total	106,555	6.1	53,117	5.3	18.60%	511	9.4	544	9.7	558	9.9	599	10.3	600	10.3	1	0.20%
Hispanic	Female	93,653	5.4	56,185	5.6	14.70%	306	5.6	333	5.9	332	5.9	349	6	355	6.1	6	1.70%
	Male	83,552	4.8	63,062	6.3	10.30%	251	4.6	265	4.7	265	4.7	290	5	301	5.1	11	3.80%
	Total	177,205	10	119,247	12	25.00%	557	10.3	598	10.6	597	10.6	639	11	656	11.2	17	2.70%
Non_Resident Alien	Female	0	0	0	0	1.30%	8	0.1	12	0.2	11	0.2	9	0.2	8	0.1	-1	-11.10%
	Male	0	0	0	0	1.00%	10	0.2	15	0.3	15	0.3	13	0.2	14	0.2	1	7.70%
	Total	0	0	0	0	2.30%	18	0.3	27	0.5	26	0.5	22	0.4	22	0.4	0	0.00%
Other	Female	50,550	2.9	23,151	2.3	6.42%	115	2.1	130	2.3	137	2.4	143	2.5	154	2.6	11	7.70%
	Male	42,070	2.4	30,855	3.1	5.19%	122	2.3	123	2.2	134	2.4	127	2.2	136	2.3	9	7.10%
	Total	92,620	5.3	54,006	5.4	11.60%	237	4.4	253	4.5	271	4.8	270	4.7	290	5	20	7.40%
White	Female	657,337	38	340,522	34	23.90%	2,328	43	2,383	42.4	2,384	42.2	2,414	41.6	2,436	41.6	22	0.90%
	Male	716,609	41	441,562	44	18.70%	1,767	32.6	1,817	32.3	1,815	32.1	1,856	32	1,849	31.6	-7	-0.40%
	Total	1,373,946	79	782,084	78	42.50%	4,095	75.6	4,200	74.7	4,199	74.3	4,270	73.6	4,285	73.2	15	0.40%
Total	Female	863,977	49	451,086	45	57.80%	3,065	56.6	3,179	56.5	3,186	56.4	3,272	56.4	3,302	56.4	30	0.90%
	Male	886,349	51	557,368	55	42.20%	2,353	43.4	2,443	43.5	2,465	43.6	2,528	43.6	2,551	43.6	23	0.90%

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

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Florida College System
College: System Total
Historical Track Of College Full-Time Continuing Contract Instructional Staff
Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

						Employment												
Census																		
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15			
		#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	# DIF	% DIF
							of total	of total	of total	of total	of total	of total	of total	of total	of total	of total	2013-14	2013-14
							2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15	2014-15
	Total	1,750,326	100	1,008,454	100	100%	3,844	100	3,936	100	3,914	100	3,974	100	4,054	100	80	2.00%
Black	Female	62,437	3.6	31,228	3.1	11.60%	205	5.3	208	5.3	204	5.2	211	5.3	212	5.2	1	0.50%
	Male	44,118	2.5	21,889	2.2	6.98%	147	3.8	152	3.9	149	3.8	153	3.9	169	4.2	16	10.50%
	Total	106,555	6.1	53,117	5.3	18.60%	352	9.2	360	9.1	353	9	364	9.2	381	9.4	17	4.70%
Hispanic	Female	93,653	5.4	56,185	5.6	14.70%	240	6.2	249	6.3	251	6.4	263	6.6	278	6.9	15	5.70%
	Male	83,552	4.8	63,062	6.3	10.30%	193	5	201	5.1	209	5.3	216	5.4	232	5.7	16	7.40%
	Total	177,205	10.1	119,247	11.8	25.00%	433	11.3	450	11.4	460	11.8	479	12.1	510	12.6	31	6.50%
Non_Resident Alien	Female	0	0	0	0	1.30%	4	0.1	4	0.1	2	0.1	1	0	1	0	0	0.00%
	Male	0	0	0	0	1.00%	3	0.1	5	0.1	6	0.2	5	0.1	5	0.1	0	0.00%
	Total	0	0	0	0	2.30%	7	0.2	9	0.2	8	0.2	6	0.2	6	0.1	0	0.00%
Other	Female	50,550	2.9	23,151	2.3	6.42%	75	2	88	2.2	96	2.5	97	2.4	103	2.5	6	6.20%
	Male	42,070	2.4	30,855	3.1	5.19%	93	2.4	93	2.4	104	2.7	101	2.5	105	2.6	4	4.00%
	Total	92,620	5.3	54,006	5.4	11.60%	168	4.4	181	4.6	200	5.1	198	5	208	5.1	10	5.10%
White	Female	657,337	37.6	340,522	33.8	23.90%	1,588	41.3	1,642	41.7	1,628	41.6	1,637	41.2	1,658	40.9	21	1.30%
	Male	716,609	40.9	441,562	43.8	18.70%	1,296	33.7	1,294	32.9	1,265	32.3	1,290	32.5	1,291	31.8	1	0.10%
	Total	1,373,946	78.5	782,084	77.6	42.50%	2,884	75	2,936	74.6	2,893	73.9	2,927	73.7	2,949	72.7	22	0.80%
Total	Female	863,977	49.4	451,086	44.7	57.80%	2,112	54.9	2,191	55.7	2,181	55.7	2,209	55.6	2,252	55.6	43	1.90%
	Male	886,349	50.6	557,368	55.3	42.20%	1,732	45.1	1,745	44.3	1,733	44.3	1,765	44.4	1,802	44.4	37	2.10%

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

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Summary Data Analysis

Executive/Administrative/Managerial Staff

Data for all persons in EAM positions in the Florida College System reflect the following changes.

- From 2010-2011 to 2011-2012
 - Employment increased from 1,144 to 1,146
 - Net increase of 2 positions
 - Reflects an increase of 0.17 percent
- From 2011-2012 to 2012-2013
 - Employment increased from 1,146 to 1,170
 - Net increase of 24 positions
 - Reflects an increase of 2.09 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 1,170 to 1,255
 - Net increase of 85 positions
 - Reflects an increase of 7.26 percent
- From 2013-2014 to 2014-2015
 - Employment decreased from 1,255 to 1,250
 - Net decrease of 5 positions
 - Reflects a decrease of 0.30 percent

Overall, positions, system-wide, increased from 1,144 in 2010-2011 to 1,250 in 2015-2015, Positions in this category occupied by minorities and females fluctuated as follows.

EAM positions occupied by black personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 131 to 143
 - Net increase of 12 positions
 - Reflects an increase of 9.16 percent
- From 2011-2012 to 2012-2013
 - Employment increased from 143 to 150
 - Net increase of 7 positions
 - Reflects an increase of 4.89 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 150 to 160
 - Net increase of 10 positions
 - Reflects an increase of 6.67 percent
- From 2013-2014 to 2014-2015
 - Employment decreased from 160 to 155
 - Net decrease of 5 positions
 - Reflects a decrease of 3.13 percent

Overall, employment of blacks increased from 131 in 2010-2011 to 155 in 2014-2015. Employment increased every year for blacks with the exception of 2014-2015, when the number of positions decreased by five.

EAM positions occupied by Hispanic personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 107 to 110
 - Net increase of 3 positions
 - Reflects an increase of 2.80 percent
- From 2011-2012 to 2012-2013
 - Employment decreased from 110 to 103
 - Net decrease of 7 positions
 - Reflects an decrease of 6.36 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 103 to 117
 - Net increase of 14 positions
 - Reflects an increase of 13.59 percent
- From 2013-2014 to 2014-2015
 - Employment decreased from 117 to 114
 - Net decrease of 3 positions
 - Reflects a decrease of 2.56 percent

Overall, employment of Hispanics Employment increased form 107 in 2010-2011 to 114 in 2014-2015. Employment of Hispanics decreased in 2012-2013 and again in 2014-2015.

EAM positions occupied by other minorities

- From 2010-2011 to 2011-2012
 - Employment decreased from 32 to 26
 - Net decrease of 4 positions
 - Reflects a decrease of 12.50 percent
- From 2011-2012 to 2012-2013
 - Employment increased from 26 to 27
 - Net increase of 1 position
 - Reflects an increase of 3.85 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 27 to 33
 - Net increase of 6 positions
 - Reflects an increase of 2.22 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 33 to 41
 - Net increase of 8 positions
 - Reflects an increase of 24.24 percent

Overall, employment of other minorities increased from 32 in 2010-2011 to 41 in 2014-2015. Employment decreased 6 positions in 2011-2012.

EAM Positions occupied by females

- From 2010-2011 to 2011-2012
 - Employment increased from 590 to 598
 - Net increase of 8 positions
 - Reflects an increase of 1.36 percent
- From 2011-2012 to 2012-2013
 - Employment increased from 598 to 624
 - Net increase of 26 positions
 - Reflects an increase of 4.35 percent

- From 2012-2013 to 2013-2014
 - Employment increased from 624 to 689
 - Net increase of 65 positions
 - Reflects an increase of 10.41 percent
- From 2013-2014 to 2014-2015
 - Employment decreased from 689 to 676
 - Net decrease of 13 positions
 - Reflects a decrease of 1.89 percent

Overall, employment of females increases from 590 positions in 2010-2011 to 676 in 2014-2015. Positions decreased in 2014-2015.

System-wide, colleges have decreased the representation of minorities and females in EAM positions over the last four years. Other minorities reflected the highest percentage increase over this period. When asked what barriers colleges face in efforts to recruit and hire more minorities and/or females, colleges reported that budgetary constraints, low turnover and competition from urban colleges and universities continue to account for the small changes in employment, especially among smaller rural colleges. Additionally, if one minority in a rural college retires or leaves, the impact can be especially significant, compared to a larger college.

Full-time Instructional Staff

Data for all persons in full-time instructional staff positions in the Florida College System reflect the following changes.

- From 2010-2011 to 2011-2012
 - Employment increased from 5,418 to 5,622
 - Net increase of 204 positions
 - Reflects an increase of 3.76 percent
- From 2011-2012 to 2012-2013
 - Employment increased from 5,622 to 5,651
 - Net increase of 29 positions
 - Reflects an increase of 0.52 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 5,651 to 5,800
 - Net increase of 149 positions
 - Reflects an increase of 2.64 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 5,800 to 5,853
 - Net increase of 53 positions
 - Reflects an increase of 0.91 percent

Overall, positions increased each year from 5,418 in 2010-2011 to 5,853 in 2014-2015. Positions in this category occupied by minorities and females fluctuated as follows.

Full-time instructional staff positions occupied by black personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 511 to 544
 - Net increase of 33 positions
 - Reflects an increase of 6.46 percent
- From 2011-2012 to 2012-2013
 - Employment increased from 544 to 558
 - Net increase of 14 positions
 - Reflects an increase of 2.57 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 558 to 599
 - Net increase of 41 positions
 - Reflects an increase of 7.35 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 599 to 600
 - Net increase of 1 position
 - Reflects an increase of 0.17 percent

Positions occupied by blacks increased each year from 511 in 2010-2011 to 600 in 2014-2015, reflecting an overall increase of 89 positions. The highest percentage rate for increases in employment for black personnel was in the 2012-2013 to 2013-2014 academic years.

Full-time instructional staff positions occupied by Hispanic personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 557 to 598
 - Net increase of 41 positions
 - Reflects an increase of 7.36 percent

- From 2011-2012 to 2012-2013
 - Employment decreased from 598 to 597
 - Net decrease of 1 position
 - Reflects a decrease of 0.17 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 597 to 639
 - Net increase of 42 positions
 - Reflects an increase of 7.04 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 639 to 656
 - Net increase of 17 positions
 - Reflects an increase of 2.66 percent

Positions occupied by Hispanics increased overall from 557 in 2010-2011 to 656 in 2014-2015. Positions occupied by Hispanics are slightly higher than those for black full-time instructors, and the highest percentage rate for increases in Hispanic personnel was in the 2010-2011 to 2011-2012 academic years.

Full-time instructional staff positions occupied by other minority personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 237 to 253
 - Net increase of 16 positions
 - Reflects an increase of 6.75 percent
- From 2011-2012 to 2012-2013
 - Employment increased from 253 to 271
 - Net increase of 18 positions
 - Reflects an increase of 7.11 percent
- From 2012-2013 to 2013-2014
 - Employment decreased from 271 to 270
 - Net decrease of 1 position
 - Reflects a decrease of 0.37 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 270 to 290
 - Net increase of 20 positions
 - Reflects an increase of 7.41 percent

Overall, positions occupied by other minorities increased from 237 in 2010-2012 to 290 in 2014-2015. The 2013-2014 to 2014-2015 academic years reflected the highest percentage rate increase for other minority personnel.

Full-time instructional staff positions occupied by female personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 3,065 to 3,179
 - Net increase of 114 positions
 - Reflects an increase of 3.72 percent
- From 2011-2012 to 2012-2013
 - Employment increased from 3,179 to 3,186
 - Net increase of 7 positions
 - Reflects an increase of 0.22 percent

- From 2012-2013 to 2013-2014
 - Employment increased from 3,186 to 3,272
 - Net increase of 86 positions
 - Reflects an increase of 2.70 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 3,272 to 3,302
 - Net increase of 30 positions
 - Reflects an increase of 0.92 percent

Overall, employment increased every year for females, from 3,065 positions in 2010-2011 to 3,302 positions in 2014-2015. The highest percentage increases were during the 2011-2012 to 2012-2013 academic years. System-wide, colleges have increased the representation of minorities and females in full-time instructional positions over the last four years.

When asked what barriers colleges face in efforts to recruit and hire more minorities and/or females, colleges reported that competition from urban universities continue to present challenges, especially among rural colleges. An additional challenge has been an awareness of the need for more males in instructional positions. Female consistently represent 200 to 300 more positions than males, especially minority males.

Full-time Instructional Staff with Continuing Contracts

Data for all persons in full-time instructional staff with continuing contracts positions in the Florida College System reflect the following changes.

- From 2010-2011 to 2011-2012
 - Employment increased from 3,844 to 3,936
 - Net increase of 92 positions
 - Reflects an increase of 2.39 percent
- From 2011-2012 to 2012-2013
 - Employment decreased from 3,936 to 3,914
 - Net decrease of 22 positions
 - Reflects a decrease of 0.56 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 3,914 to 3,974
 - Net increase of 60 positions
 - Reflects an increase of 1.53 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 3,974 to 4,054
 - Net increase of 80 positions
 - Reflects an increase of 2.01 percent

System-wide, employment for full-time instructional staff increased each year with the exception of 2012-2013 where there was a decrease of 22 positions. Positions in this category occupied by minorities and females fluctuated as follows.

Full-time instructional staff with continuing contract positions occupied by black personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 352 to 360
 - Net increase of 8 positions
 - Reflects an increase of 2.27 percent
- From 2011-2012 to 2012-2013
 - Employment decreased from 360 to 353
 - Net decrease of 7 positions
 - Reflects a decrease of 1.94 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 353 to 364
 - Net increase of 11 positions
 - Reflects an increase of 4.67 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 364 to 381
 - Net increase of 17 positions
 - Reflects an increase of 4.67 percent

System-wide, the employment of black full-time instructors with continuing contracts increased each year with the exception of 2012-2013 when there was a decrease of seven positions.

Full-time instructional staff with continuing contract positions occupied by Hispanic personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 433 to 450
 - Net increase of 17 positions
 - Reflects an increase of 3.93 percent

- From 2011-2012 to 2012-2013
 - Employment increased from 450 to 460
 - Net increase of 10 positions
 - Reflects an increase of 2.22 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 460 to 479
 - Net increase of 19 positions
 - Reflects an increase of 4.13 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 479 to 510
 - Net increase of 31 positions
 - Reflects an increase of 6.47 percent

Overall, employment of Hispanic full-time instructors with continuing contracts increased every year, with the highest increase of 31 positions in 2013-2014 to 2014-2015.

Full-time instructional staff with continuing contract positions occupied by other minority personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 168 to 181
 - Net increase of 13 positions
 - Reflects an increase of 7.74 percent
- From 2011-2012 to 2012-2013
 - Employment increased from 181 to 200
 - Net increase of 19 positions
 - Reflects an increase of 10.50 percent
- From 2012-2013 to 2013-2014
 - Employment decreased from 200 to 198
 - Net decrease of 2 positions
 - Reflects a decrease of 1.00 percent
- From 2013-2014 to 2014-2015
 - Employment increased from 198 to 208
 - Net increase of 10 positions
 - Reflects an increase of 5.05 percent

System-wide, full-time instructional staff with continuing contract represented by other minorities increased with the exception of 2012-2013 to 2013-2014.

Full-time instructional staff with continuing contract positions occupied by female personnel

- From 2010-2011 to 2011-2012
 - Employment increased from 2,112 to 2,191
 - Net Increase of 79 positions
 - Reflects an increase of 3.74 percent
- From 2011-2012 to 2012-2013
 - Employment decreased from 2,191 to 2,181
 - Net decrease of 10 positions
 - Reflects a decrease of 0.46 percent
- From 2012-2013 to 2013-2014
 - Employment increased from 2,181 to 2,209
 - Net increase of 28 positions
 - Reflects an increase of 1.28 percent

- From 2013-2014 to 2014-2015
 - Employment increased from 2,209 to 2,252
 - Net increase of 43 positions
 - Reflects an increase of 1.95 percent

Overall, full-time instructional staff with continuing contracts represented by females increased with the exception of 2011-2012 to 2012-2013.

System-wide, institutions in the Florida College System experienced overall increases among females and minorities in full-time instructional staff with continuing contracts. Each demographic group experienced at least one year of slight decreases with the exception of Hispanics.

College Employment Compared with National Benchmarks

This section examines how well Florida College System institutions met or exceeded national benchmarks standards in 2014-2015 for their respective service areas. Each college's employment data are compared to the national benchmarks established for each college's service region. Data are analyzed for increasing the percentages of minorities and females in the three employment categories: EAM, full-time instructional staff and full-time instructional staff with continuing contracts. According to the colleges, the majority of positions in these categories require a graduate or higher professional degree; therefore, U.S. Census data that reflects this educational attainment for persons over age 25 were used as benchmarks by all colleges.

While system-wide percentages represent the educational attainment for the state of Florida, each college is provided percentage benchmark standards representing the county or counties served by that college. This provides a more realistic benchmark for each college in striving to have an employment pool that reflects the area served by each institution. It is noteworthy that for some smaller colleges, the addition or loss of one minority can negate or reflect achievement of a benchmark. This is especially true for colleges with less than 30 EAM positions.

In addition to national benchmarks set for each college, colleges may set goals to reflect student enrollments or they may set goals to achieve benchmarks in increments. This is noteworthy for colleges that have smaller populations of minorities and that compete with other higher-paying companies or universities. College Employment Equity Accountability Program reports reflect individual college efforts and accomplishments of these goals in addition to the achievement of national benchmarks.

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), data and trends are noted for how well colleges met or surpassed their respective U.S. Census benchmarks. The following table, *A. Benchmark Achievements by College*, reflects each college's achievement toward meeting or surpassing the percentage benchmarks for blacks, Hispanics, other minorities and females in each employment category.

System-wide benchmark achievement information is also presented for each race and for females in charts, included in the Appendix. The charts reflect a three-year comparison of the employment percentages for each race and for females with the US Census system-wide data for each employment category.

Table A. Benchmark Achievements by College for 2014-2015

College	Blacks	Hispanic	Other minorities	Females
Broward College	EAM Instructors Instructors w/ Contracts	EAM Instructors Instructors w/ Contracts	Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts
Chipola College	Instructors w/Contracts	Instructors Instructors w/Contracts		Instructors Instructors w/Contracts
College of Central Florida	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts	Instructors w/Contracts	EAM Instructors Instructors w/Contracts
Daytona State College	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts	Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts
Eastern Florida State College	EAM Instructors Instructors w/Contracts		Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts
Florida Gateway College		Instructors Instructors w/Contracts		Instructors Instructors w/Contracts
Florida Keys Community College	EAM	EAM Instructors Instructors w/Contracts	Instructors Instructors w/Contracts	Instructors Instructors w/Contracts
Florida SouthWestern State College	EAM Instructors Instructors w/Contracts	Instructors	Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts
Florida State College at Jacksonville	EAM Instructors Instructors w/Contracts	Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts
Gulf Coast State College	EAM Instructors Instructors w/Contracts	Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts
Hillsborough Community College	EAM Instructors Instructors w/Contracts	EAM Instructors w/Contracts		EAM Instructors Instructors w/Contracts
Indian River State College	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts
Lake-Sumter State College	EAM Instructors Instructors w/Contracts	EAM	EAM	EAM Instructors Instructors w/Contracts
Miami Dade College	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts	Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts
North Florida Community College		EAM Instructors Instructors w/Contracts	EAM Instructors	EAM Instructors
Northwest Florida State College	EAM Instructors Instructors w/Contracts	EAM Instructors	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts
Palm Beach State College	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts	EAM Instructors Instructors w/Contracts

College	Blacks		Hispanic		Other minorities		Females	
Pasco-Hernando State College	EAM Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts				Instructors Instructors w/Contracts	
Pensacola State College	Instructors		EAM Instructors Instructors w/Contracts		Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts	
Polk State College	EAM Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts				EAM Instructors Instructors w/Contracts	
Santa Fe College	EAM Instructors Instructors w/Contracts		Instructors Instructors w/Contracts				EAM Instructors Instructors w/Contracts	
Seminole State College of Florida	Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts		EAM		EAM Instructors Instructors w/Contracts	
South Florida State College	Instructors Instructors w/Contracts		EAM				EAM Instructors Instructors w/Contracts	
St. Johns River State College	EAM Instructors Instructors w/Contracts		EAM Instructors		Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts	
St. Petersburg College	EAM Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts		Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts	
State College of Florida, Manatee-Sarasota	EAM Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts		EAM Instructors Instructors w/Contracts	
Tallahassee Community College	EAM Instructors Instructors w/Contracts		Instructors Instructors w/Contracts		Instructors		EAM Instructors Instructors w/Contracts	
Valencia College	Instructors Instructors w/Contracts						EAM Instructors Instructors w/Contracts	
Total Benchmarks Achieved by Employment Category for Each Race and Females								
	Blacks		Hispanics		Other Minorities		Females	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total EAM	21	75%	19	68%	8	29%	24	86%
Total Instructors	25	89%	23	82%	17	61%	28	100%
Total Instructors w/ Contracts	24	86%	21	75%	15	54%	27	96%
Benchmarks achieved in all three employment categories	20	71%	14	50%	5	18%	23	82%
Total benchmarks met for race or females	70	83%	63	75%	40	48%	79	94%

System-wide Benchmark Achievement Trends

Benchmark achievements for blacks and African Americans

- Benchmarks for blacks in instructional positions were achieved by 86 percent of the colleges, second only to females, where 100 percent of the colleges achieved instructional benchmarks.
- Second to females, more colleges, 83 percent, achieved benchmarks in at least one category for blacks than for other races.

Benchmarks achievements for Hispanics

- Benchmarks for Hispanics in instructional positions were achieved by 82 percent of the colleges.
- Overall, 75 percent of the colleges achieved one or more benchmarks for Hispanics.

Benchmark achievements for other minorities

- Only 48 percent of the colleges achieved goals for other minorities overall.
- The lowest percentage achievement, 29 percent, was among EAM positions. Only eight colleges achieved benchmarks for other minorities in EAM positions.
- The highest percentage achievement, 61 percent, was among instructional positions

Benchmark achievements for females

- Benchmarks for females in any one category were achieved by 96 percent of the colleges.
- All colleges achieved benchmarks for females in instructional positions.
- Among EAM positions and instructional positions with continuing contracts, more colleges achieved benchmarks for females.

Noteworthy

- Three colleges, Indian River State College, Palm Beach State College and State College of Florida, Manatee-Sarasota, met benchmarks in all employment categories for all races and females.

Summary of Employment of Targeted Positions

Overall, the Florida College System continues to increase the representation of minorities and females in the targeted employment categories where opportunities are present, such as vacancies from persons leaving the system or from retirements. Colleges continue to struggle recruiting other minorities, especially for EAM positions. All colleges report attempts to recruit from other areas of the state and/or nationally; however, the rural colleges often report 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

Florida's colleges continue to implement methods and strategies to increase the representation of minorities and females in the targeted employment categories; and they continue to evaluate key executive personnel, including efforts by college presidents to achieve goals. The next section presents a sampling of methods and strategies submitted by colleges as part of their employment equity accountability plans.

Methods and strategies submitted by colleges to increase the representation of minorities and females in EAM and full-time instructional positions vary. The most common strategies include the following:

- Develop an online training program for selection committees, managers and supervisors to understand the hiring and selection process with a commitment to excellence and diversity.
- Review salaries regularly for inequities and to enhance recruiting efforts.
- Distribute position announcements to local diverse professionals for assistance in recruitment and referrals.
- Schedule 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.
- Encourage employees to be active in the community and to provide assistance in identifying qualified minorities.
- Use the "Diversity Network" option offered by "The Chronicle of Higher Education" which includes distribution to ten diversity network sites.
- Recruit from minority-serving colleges and universities.
- Utilize the Hispanic Chamber of Commerce Advertising Media which reaches a larger area.
- Distribute job postings to presidents of NAACP organizations to send to members.
- Increase efforts in recruitment on a national scale when the college can afford to do so.
- Continue to assure diversity in the composition of screening/selection committees.
- Engage in panel presentations to students on employment practices and to highlight diverse employment opportunities at the college.
- Implement required diversity training for all employees.
- Increase cultural educational activities to increase diversity awareness and understanding within the college community.

Additional Employment Equity Accountability Program Requirements

In addition to data analysis, establishment of goals to reach benchmarks, and developing methods to increase the employment of minorities and females, colleges must also include additional information in their respective plans required under s.1012.86, F.S. The following information relates to: 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.

1. Key personnel evaluations on achieving equity goals

Colleges must address how their institutional leaders of each major administrative division are evaluated on progress made toward meeting the goals and objectives of their college's employment equity accountability plan.

- For 2014-2015, colleges reported that all administrators were evaluated on their efforts to achieve diversity as part of their annual performance appraisals.
- Colleges also reported, in general, that if evaluations indicated that an administrator's efforts were less than satisfactory, a course of corrective action was developed by that college's respective president.

2. Evaluations of college presidents on achieving equity goals

Colleges are required to submit information that summarizes the annual evaluation of their respective college president by the college's board of trustees regarding the president's achievement of annual and long-term goals for employment equity.

- Four colleges experienced turnover among their respective presidents in 2014-2015, including Daytona State College, Florida Gateway College, Palm Beach State College and Pasco-Hernando State College. The dates of outgoing presidents and incoming new presidents may affect a college's ability to evaluate their president's effectiveness in achieving employment equity. Affected colleges reported that following the first year anniversary of any new president, their next equity report would reflect evaluation on that president's achievement of employment equity goals.
- Colleges submitted verification that their respective presidents were evaluated regarding their efforts to achieve annual and long-term goals.
- Summaries of each college president's efforts to achieve employment equity goals were also included in each college report as appropriate.
- Colleges that did not have turnover among their respective presidents reported that their presidents received positive and commendable evaluations by their boards of trustees regarding employment equity achievement.

3. 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 are a sampling of guidelines implemented.

- An employment manager reviews the screening committees for gender and minority composition.
- All members of screening committees undergo equity and diversity training prior to beginning the committee process and deliberations.
- All screening committees must be approved by the president, vice president or provost, and the director of the human resources department.
- College equity officers serve as ad hoc members of screening committees to ensure diversity.

4. Processes for granting continuing contract status

Requirements to grant a continuing contract

- Colleges have revised policies and procedures for granting continuing contract status in order to comply with Rule 6A-14.0411, F.A.C., effective April 23, 2013. The amendment changed the minimum length of time a faculty member must be employed before becoming eligible for continuing contract status and it changed the criteria under which faculty are evaluated for this status.
- Under Rule 6A-14.0411, F.A.C., the minimum time for continuous service changed to five years and in a period not to exceed seven years. The amendment had an immediate impact on college instructors preparing to apply for and be considered for continuing contract status.

Rule 6A-14.0411, Florida Administrative Code (F.A.C.)

Beginning with the 2013-2014 Employment Equity Accountability Program, colleges developed processes used to grant continuing contracts to comply with Rule 6A-14.0411, F.A.C. Part (3) of the rule states, "Each board of trustees, after receiving a recommendation from the president and ensuring that input has been received from the faculty, shall establish criteria which must be met by a full-time faculty member before a continuing contract may be awarded. Such criteria shall include:

1. Quantifiable measured effectiveness in the performance of faculty duties;
2. Continuing professional development;
3. Currency and scope of subject matter knowledge;
4. Relevant feedback from students, faculty and employers of students;
5. Service to the department, college and community; and,
6. Criteria determined by the board under subsection (8) of this rule."

Criteria to measure student success

Subsection (8) of this rule requires district boards of trustees to develop appropriate criteria to measure student success.

A brief description of the process used to grant continuing contract status

Common processes described by colleges to grant continuing contract status include, but are not limited to the following:

- Eligible faculty prepare portfolios for review by department chairs as part of their performance evaluation and the further reviewed by respective deans.
- Portfolios must include documentation related to accomplishments in the areas of teaching, excellence, service to the college, service to the community and professional accomplishments in the that faculty's field or discipline.
- Deans recommend to the college's vice president for academic affairs those faculty members who demonstrate solid satisfactory and higher performance, as well as other significant accomplishments as documented.
- The vice president of academic affairs subsequently recommends faculty to the president of the college.
- The president reviews, approves and recommends those applicants deemed worthy of being awarded a continuing contract to the governing district board of trustees for final approval.

5. 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 employees who have been identified as having leadership potential. Colleges reported that funds were budgeted for advertising in minority recruitment publications.

6. Personnel and salary information must be included in each college’s plan that describes 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 by the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS).

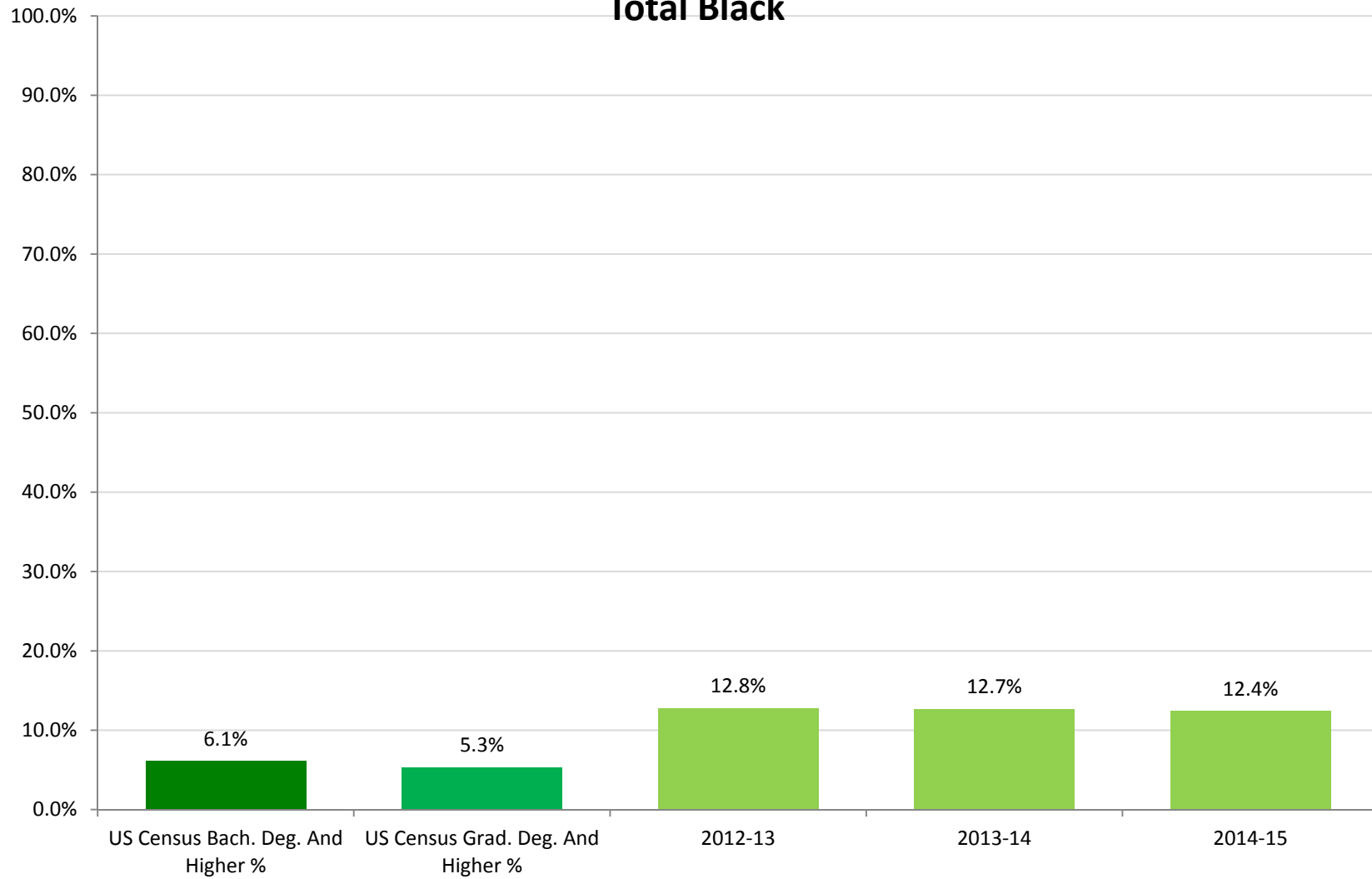
Related Information and Conclusion

The Division of Florida Colleges has administrative responsibility for functions related to equity and civil rights compliance within the Florida College System which include requirements under s.1012.86, F.S. The Division provides on-going training and technical assistance to colleges in efforts to increase diversity among traditionally underrepresented groups of employees and students. Additionally, technical assistance is provided as required in statute to persons designated by each college to be responsible for civil rights compliance issues and for preparing annual updates to each college’s educational and employment equity accountability plans. This ensures that relevant statutory requirements are met, and that goals and strategies provide reasonable promise of success. This concludes the Florida College System Employment Equity Accountability Program Progress Report that addresses reporting requirements under s.1012.86, F.S.

Appendix

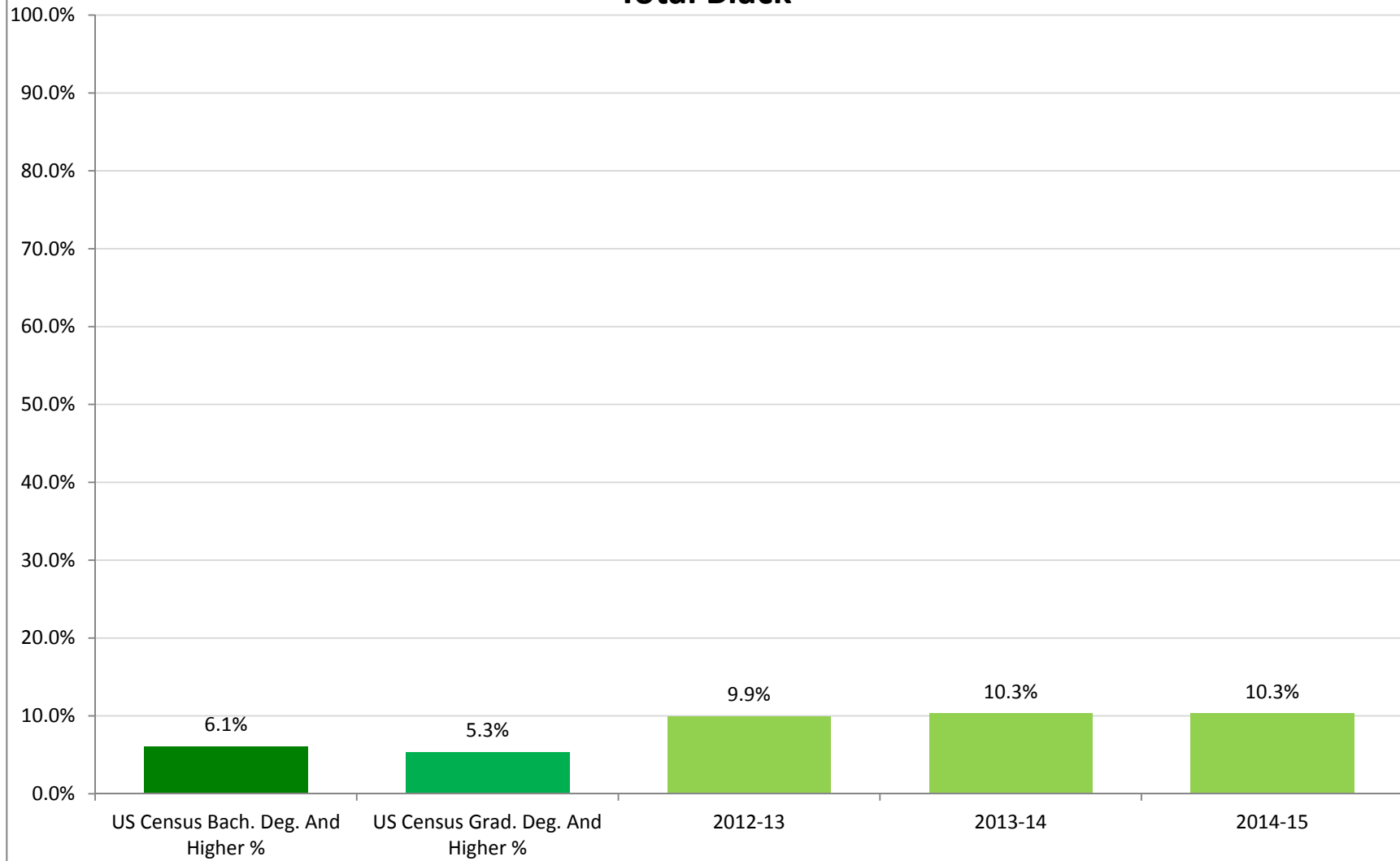
Florida College System Equity Charts

Full-Time Executive/Administrative/Managerial Staff Total Black



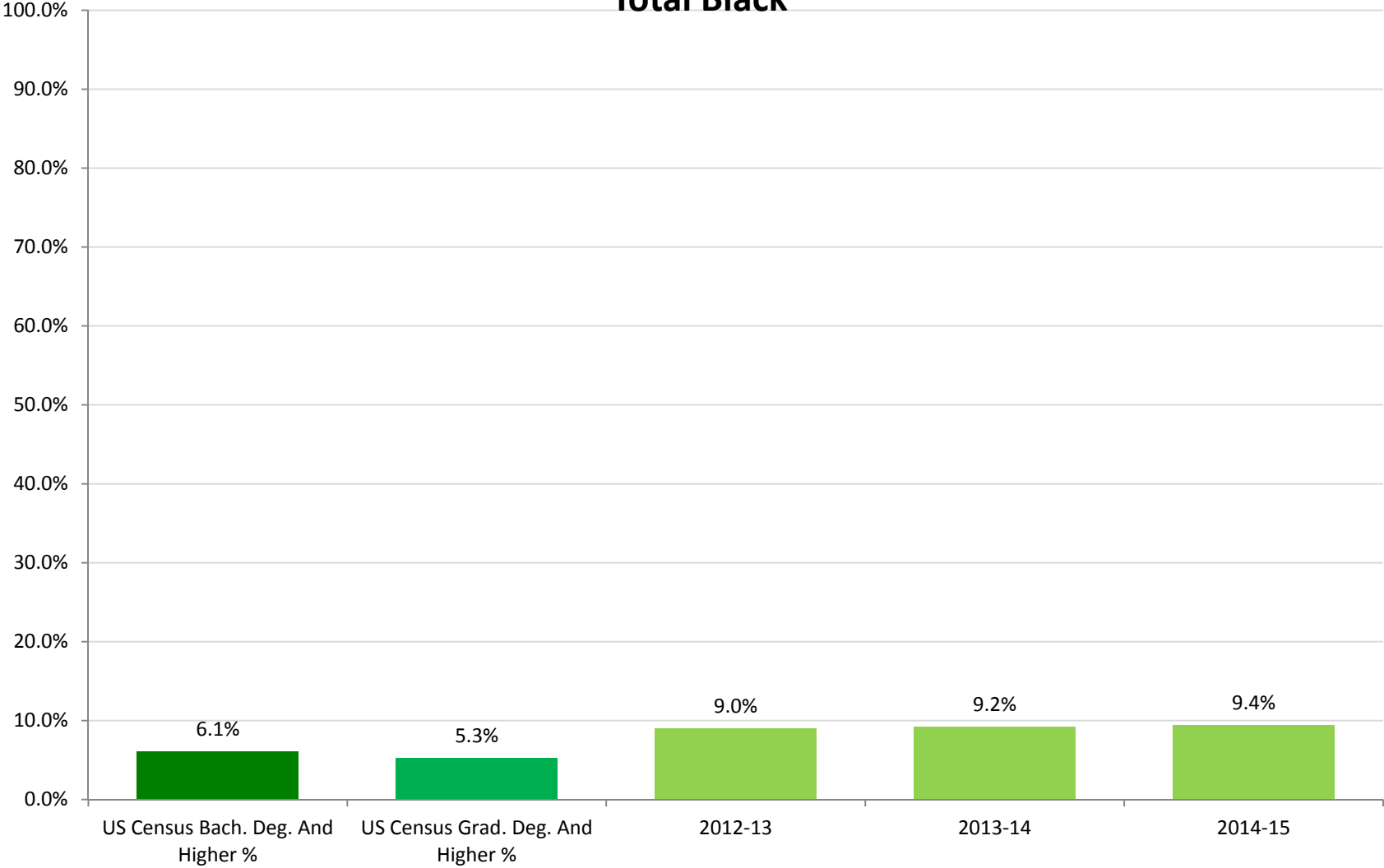
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Full-Time Instructional Staff Total Black



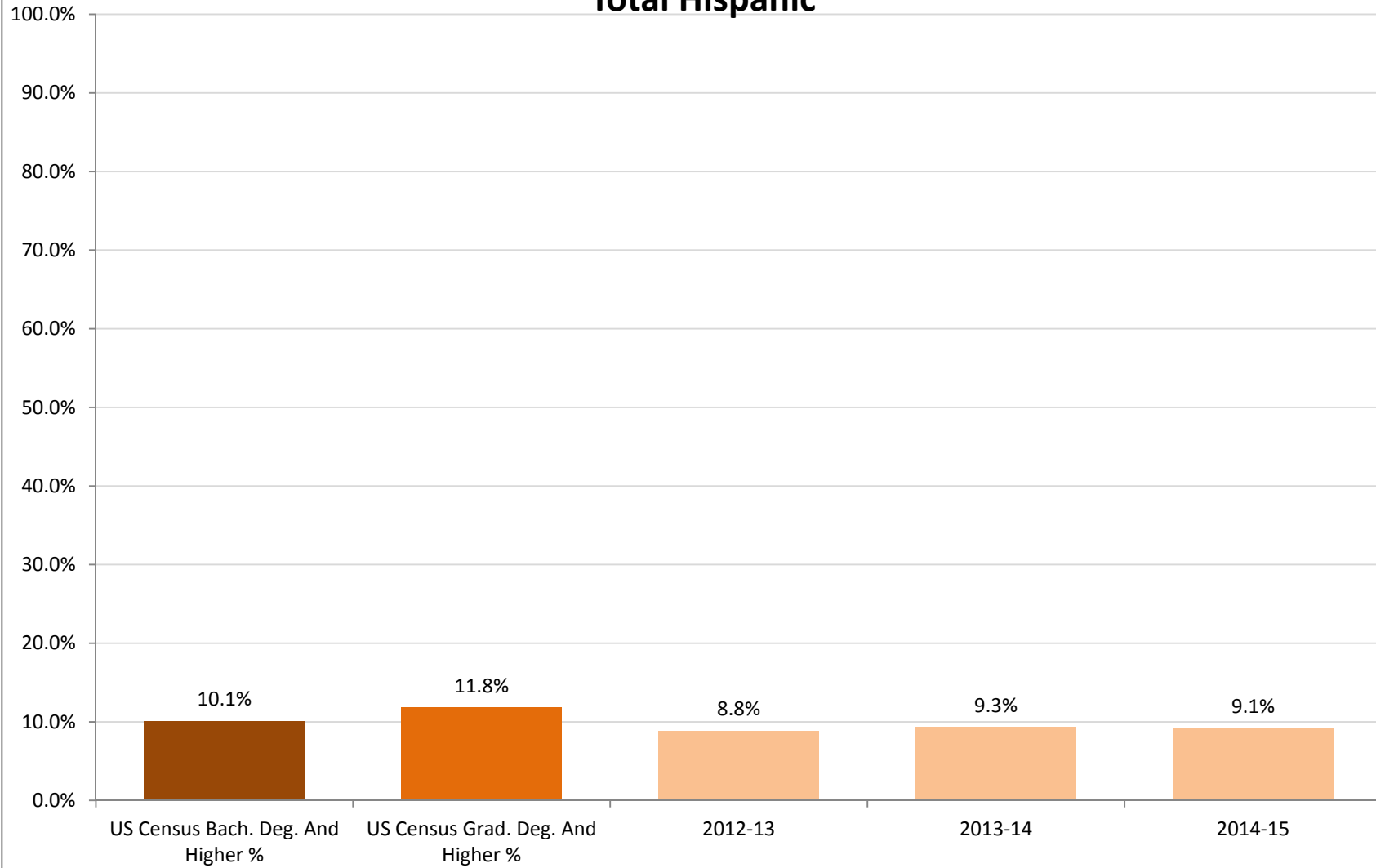
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Full-Time Continuing Contract Instructional Staff Total Black



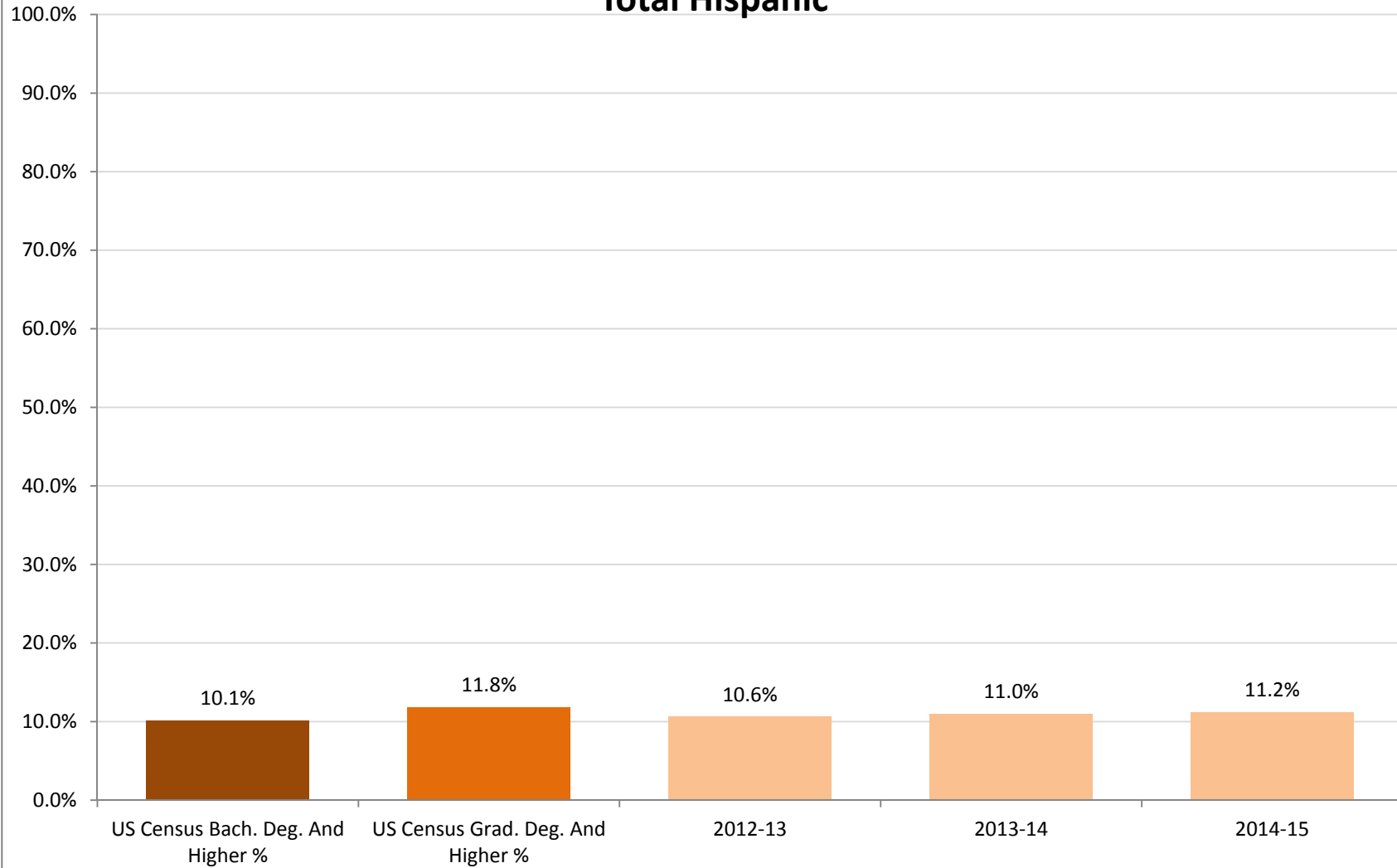
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Full-Time Executive/Administrative/Managerial Staff Total Hispanic



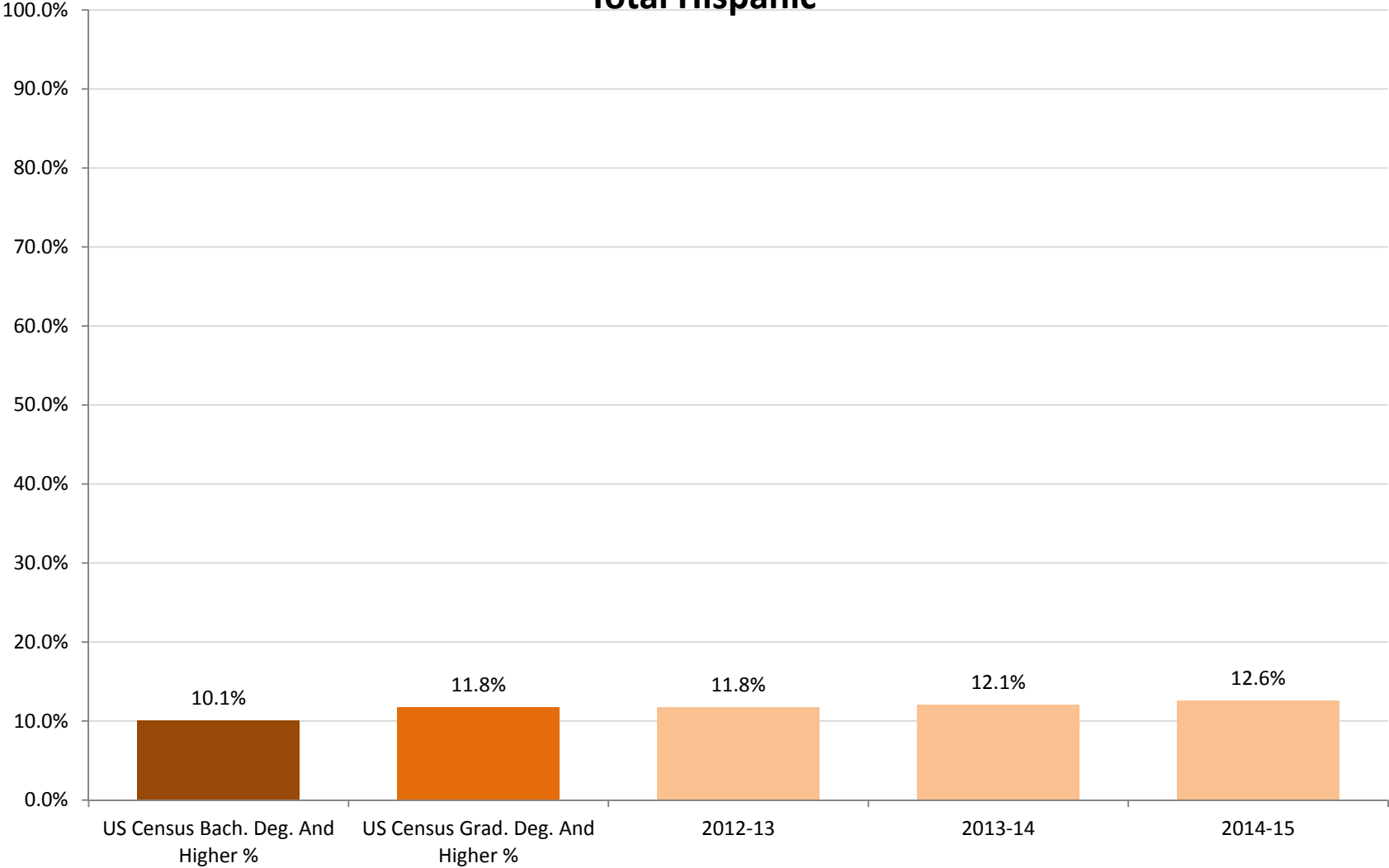
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Full-Time Instructional Staff Total Hispanic



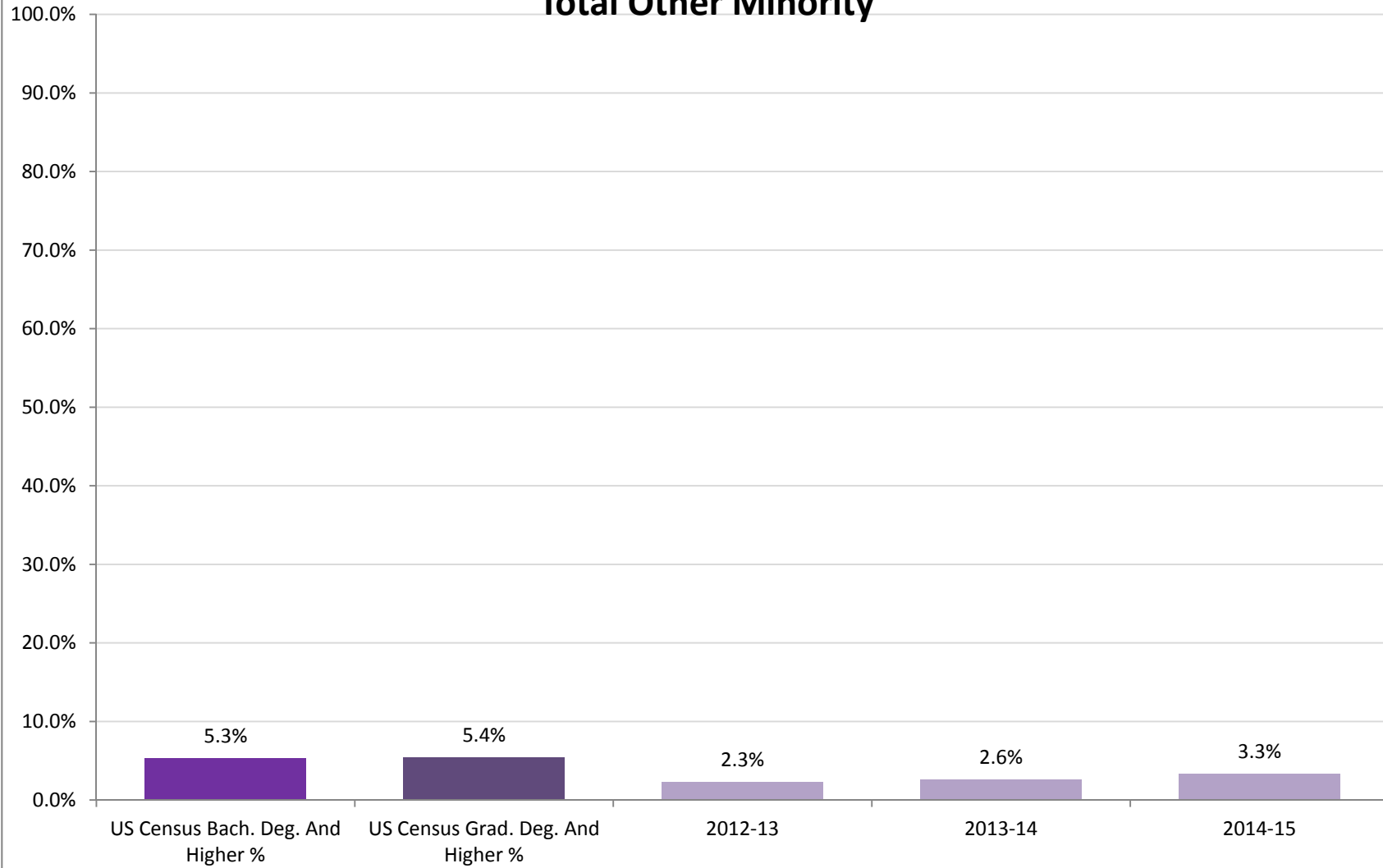
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Full-Time Continuing Contract Instructional Staff Total Hispanic



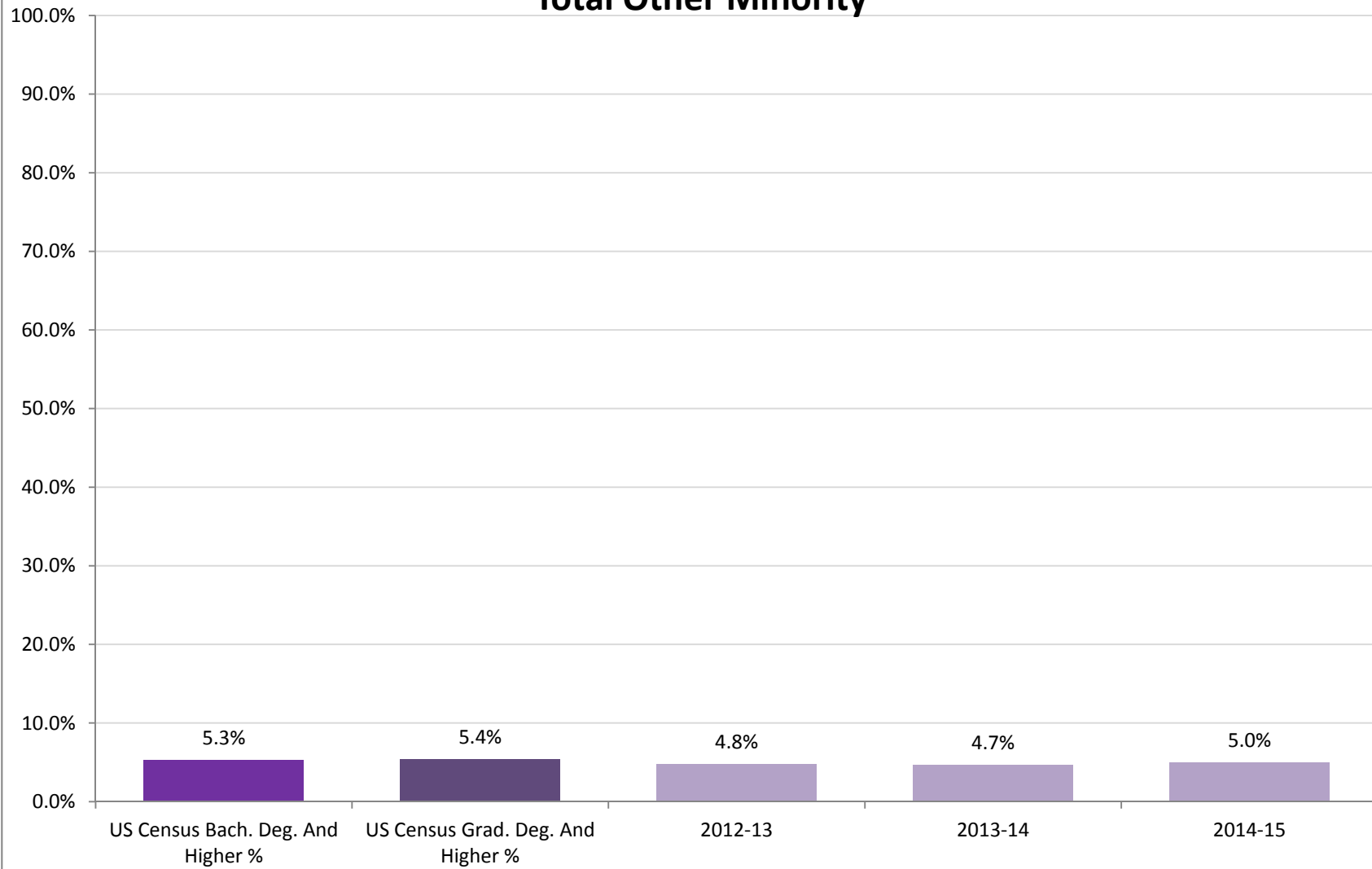
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Full-Time Executive/Administrative/Managerial Staff Total Other Minority



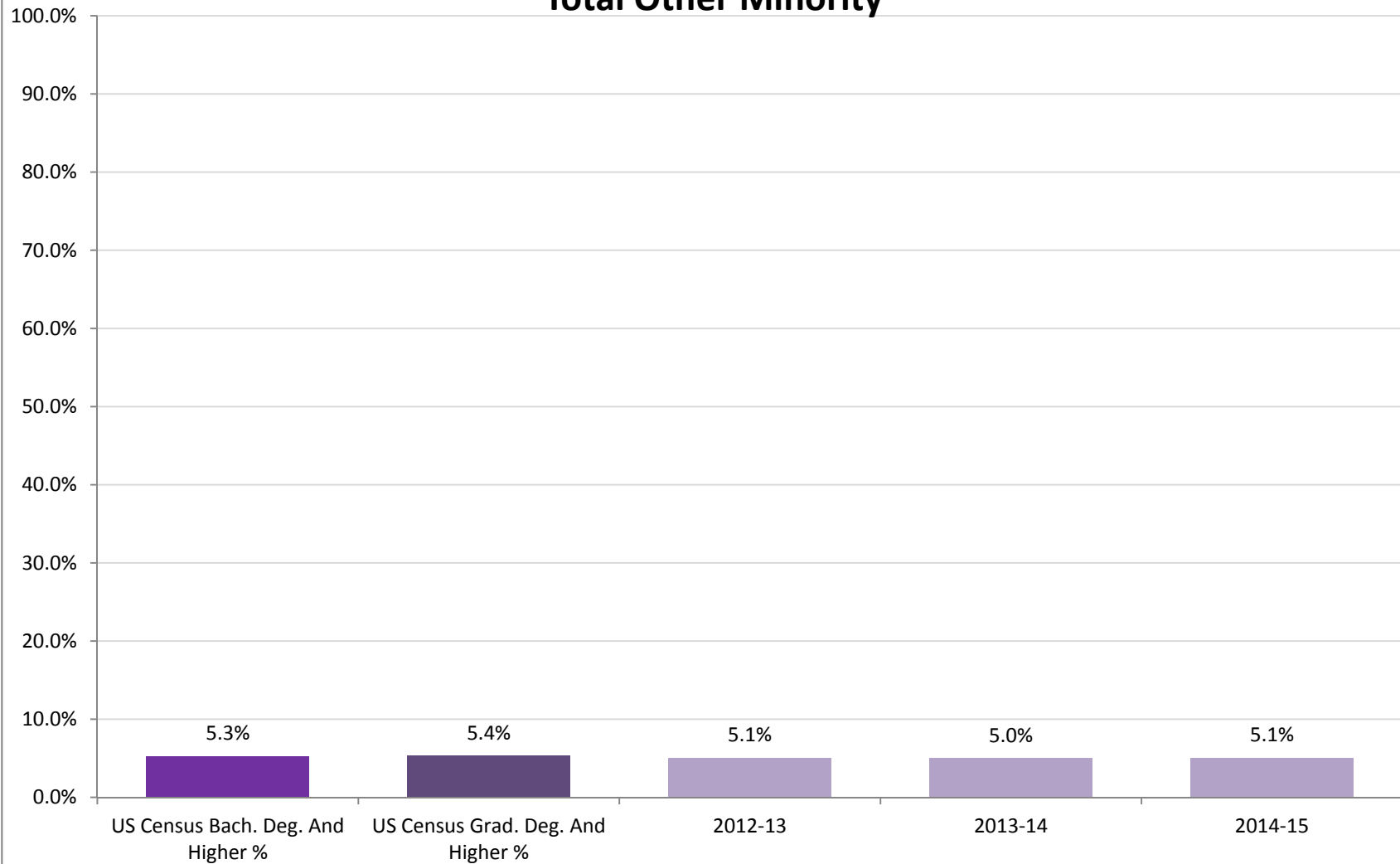
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Full-Time Instructional Staff Total Other Minority



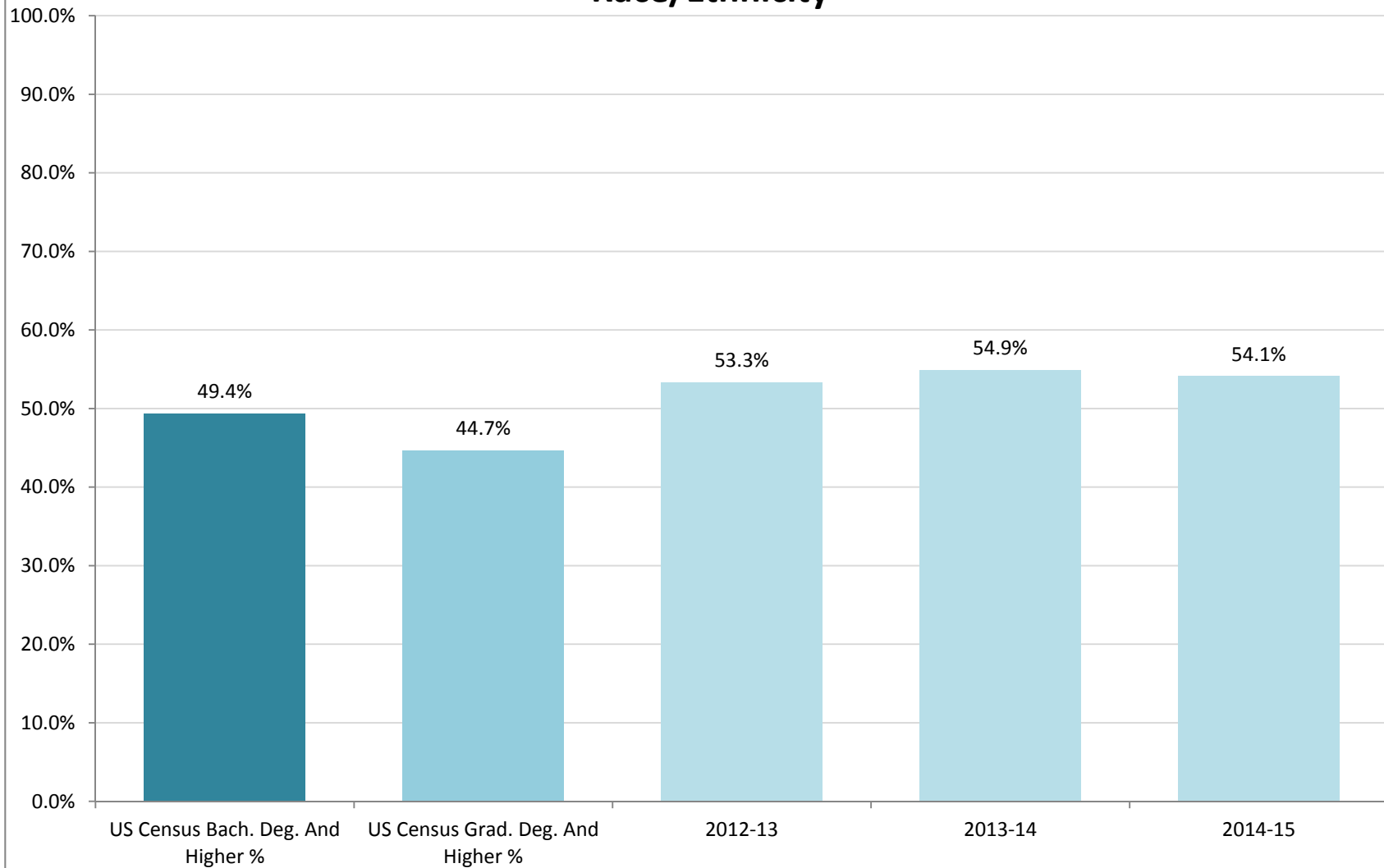
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Full-Time Continuing Contract Instructional Staff Total Other Minority



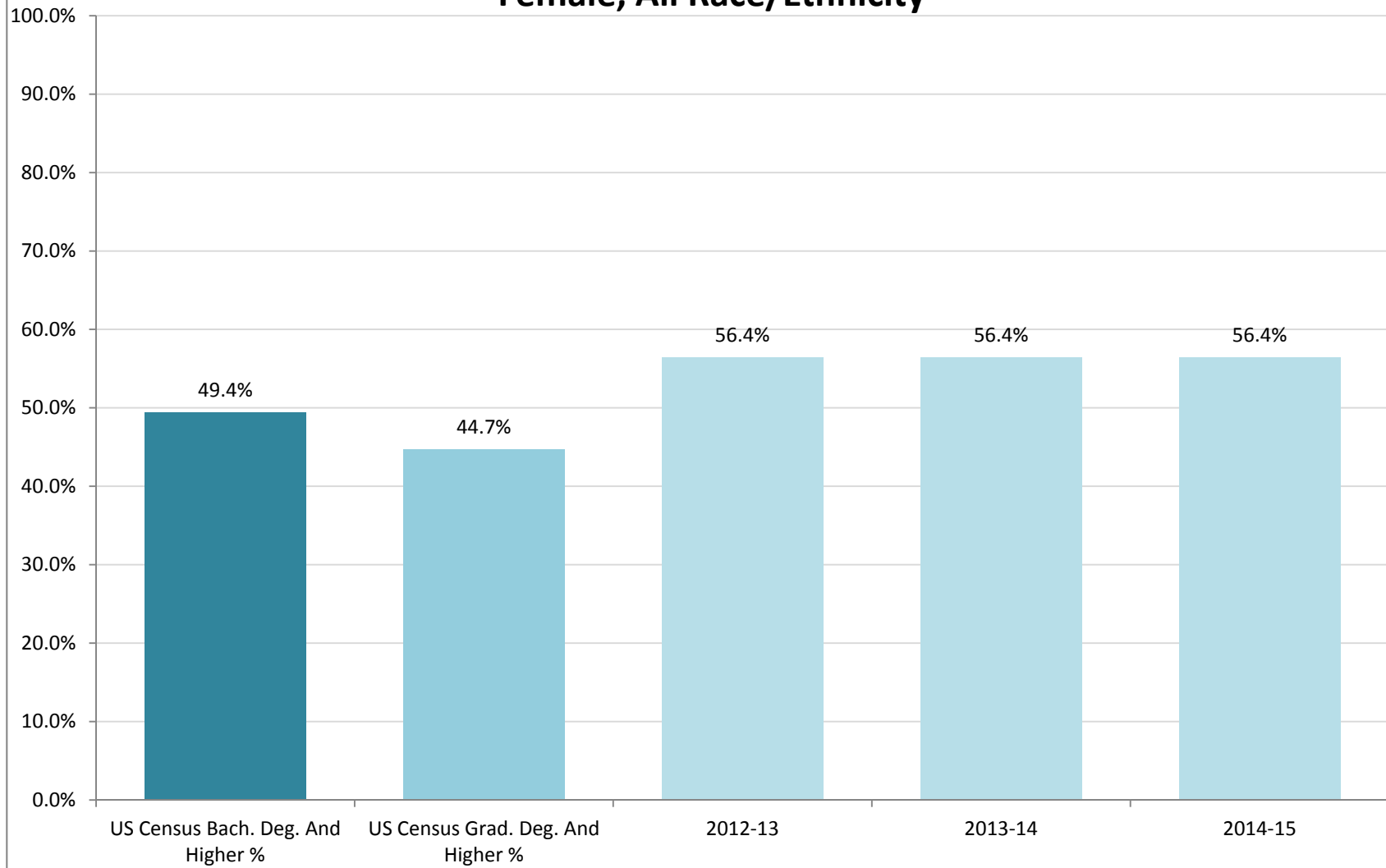
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Full-Time, Executive/Administrative/Managerial Staff, Femals All Race/Ethnicity



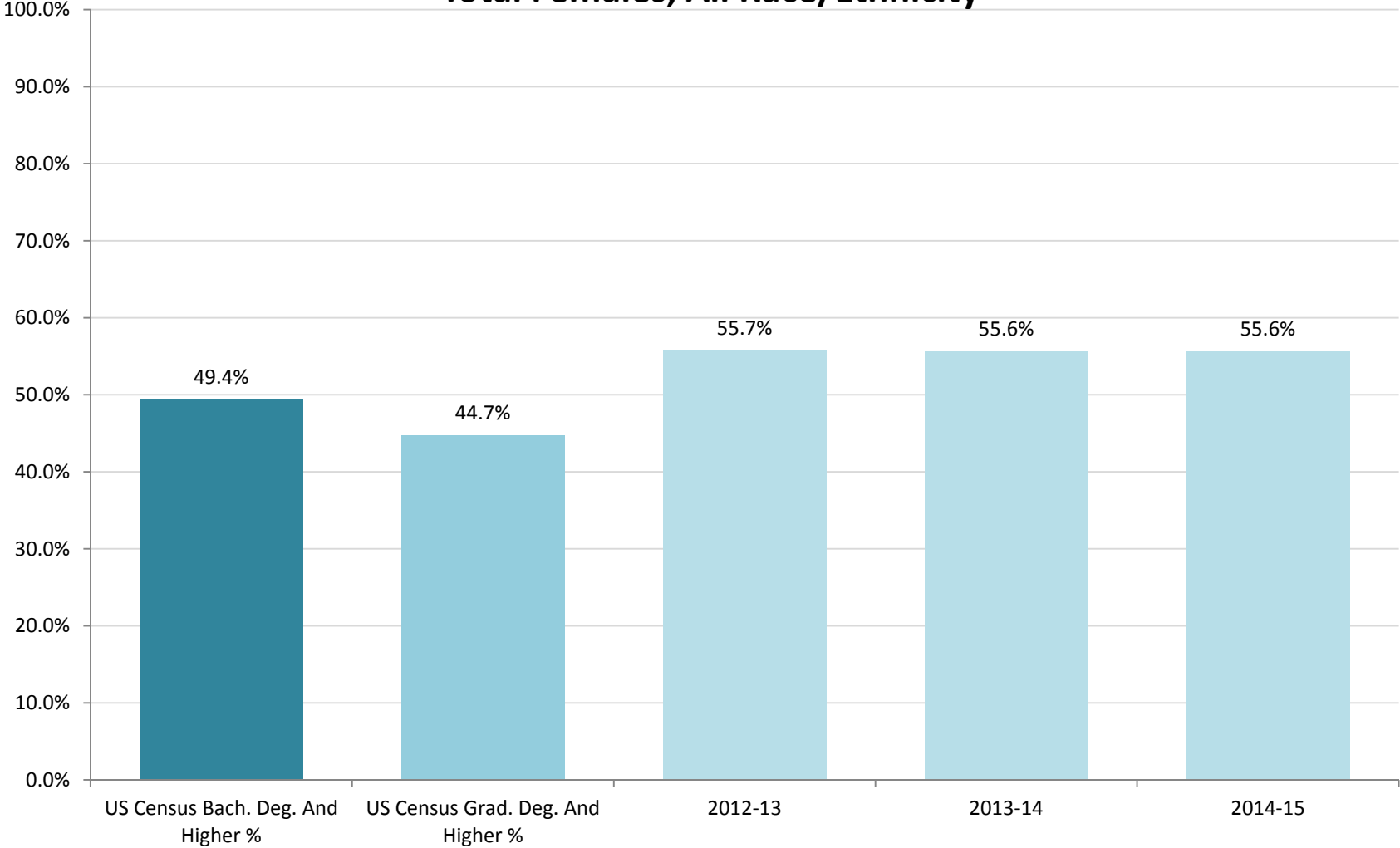
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Full-Time Instructional Staff Female, All Race/Ethnicity



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Full-Time Continuing Contract Instructional Staff Total Females, All Race/Ethnicity



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