

**Division of Florida Colleges
College Annual Equity Update
Equity in Employment
2019-2020**






Office of the President

Present to the Board: April 16, 2020

TO: Daytona State College
District Board of Trustees

FROM: Thomas LoBasso
President 

RE: 2019/2020 Annual Equity Report Update – Part III

OVERVIEW:

Daytona State College is required, pursuant to Florida Statute 1000.05, to submit an Annual Equity Update.

ANALYSIS:

The College continues to provide educational and employment opportunities for underrepresented groups in 2019/2020. The College believes this report demonstrates a high level of commitment to identifying and implementing innovative ways to achieve the goal of college-wide equal educational opportunity, equal employment opportunity and cultural diversity.

Due to recent events, the Division of Florida Colleges has asked that the colleges submit their 2019/2020 Equity Report in two sections. The first is the Equity in Employment section. The second section will contain Student Services, Course Substitutions, and Athletic Data.

The Equity in Employment section must be submitted before April 30, 2020. The 2019/2020 Equity Report will be presented in its entirety to the Board of Trustees during the June 2020 Board Meeting.

RECOMMENDATION:

It is recommended that the District Board of Trustees authorize the College to submit the Equity in Employment section of the Annual Equity Report Update to the Florida Board of Education/Office of Equity and Access, as presented.

Part III. College Employment Equity Accountability Plan

Section 1012.86, F.S., Florida College System institution employment equity accountability program, requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions and full-time faculty positions who have attained continuing contract status. The plan must include specific, measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives and comparable national standards as provided by the Florida Department of Education.

A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the EMP-EAM tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

	2018-19 Report Year College Student Population (%)	EAM Actuals (%) Fall 2018	EAM Actuals (%) Fall 2019	EAM Stated Goals (%) Fall 2019	EAM Goal Met (Yes/No)	EAM Goals for Fall 2020
Black Female	9.3%	7.3%	6.9%	3.4%	Yes	3.4%
Black Male	4.7%	5.5%	5.2%	2.3%	Yes	2.3%
Hispanic Female	10.9%	1.8%	5.5%	1.4%	Yes	1.4%
Hispanic Male	6.9%	5.5%	5.2%	2.1%	Yes	2.1%
Other Minorities Female	3.7%	0%	0%	1.4%	No	1.4%
Other Minorities Male	2.4%	0%	0%	2.2%	No	2.2%
White Female	37%	43.6%	37.9%	38%	Yes*	38%
White Male	25%	36.4%	43.1%	N/A	N/A	N/A
Total Female	60.9%	52.5%	46.6%	44.2%	Yes	44.2%
Total Male	39.1%	47.3%	53.4%	N/A	N/A	N/A

*37.9% rounds to the stated goal of 38%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: It is important to remember that employees in all categories self-report their ethnicity and there is no requirement or validation to self-report. Beginning with the 2016 year's annual report, the Division of Florida Colleges asked DSC to compare their employment date for EAM's, Instructional and Instructional Continuing Contract employment population to the student population. Previous year comparisons were, at the state's request, made between those employed at the college and the actual population within Volusia and Flagler counties with the degrees required for the employment of those

positions. This is a substantial change in comparison as the employment numbers are being compared to those students who, for the vast majority, are seeking 2-year degrees and are not the current population available to fill these positions. The employment comparisons, per the state’s request, are for jobs that require Master and Doctorate degrees. When comparing the student population with the EAM classification (which requires Master and Doctorate degrees), the above summary applies. When compared with the population in our service districts (the stated goals), DSC is meeting and exceeding representing the population who actually have the degrees to fill these jobs. The only underrepresented category is that of “other”, which is again completely self-reported.

College Full-Time Instructional Staff

Informed by the EMP-INSTRUCTIONAL tab, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

	2018-19 Report Year College Student Population (%)	INST Actuals (%) Fall 2018	INST Actuals (%) Fall 2019	INST Stated Goals (%) Fall 2019	INST Goal Met (Yes/No)	INST Goals for Fall 2020
Black Female	9.3%	5.7%	6.1%	3.4%	Yes	3.4%
Black Male	4.7%	3.2%	3.5%	2.3%	Yes	2.3%
Hispanic Female	10.9%	2.4%	2.6%	1.4%	Yes	1.4%
Hispanic Male	6.9%	2.4%	3.9%	2.1%	Yes	2.1%
Other Minorities Female	3.7%	.8%	.4%	1.4%	No	1.4%
Other Minorities Male	2.4%	3.2%	3.5%	2.2%	Yes	2.2%
White Female	37%	39.7%	39%	38%	Yes	38%
White Male	25%	42.5%	41.1%	N/A	N/A	N/A
Total Female	60.9%	48.6%	48.1%	44.2%	Yes	44.2%
Total Male	39.1%	51.4%	51.9%	N/A	N/A	N/A

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions.

Response: It is important to remember that employees in all categories self-report their ethnicity and there is no requirement or validation to self-report. Within the Full-Time Instructional Staff classification, DSC has identified that we have exceeded the 2018 annual goals for Black females and males. We are above the annual goal for both Hispanic females and males. Daytona State is well above the benchmark for all females with in Full-Time Instructional Staff. Based on this, Daytona State College has attained, or is above the 2019 Annual Goals in all minority and female categories, with the exception of Other females, during this reporting period. As stated above, the employment comparisons, per the state’s request, are for jobs that required Master and Doctorate degrees. When comparing the student population with the EAM classification (which requires Master and Doctorate degrees), the following summary applies.

College Full-Time Instructional Staff with Continuing Contract

Informed by the EMP-CONTINUING CONTRACT tab, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

	2018-19 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2018	INST-CONT Actuals (%) Fall 2019	INST-CONT Stated Goals (%) Fall 2019	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2020
Black Female	9.3%	5.1%	4.9%	3.4%	Yes	3.4%
Black Male	4.7%	4.1%	4.4%	2.3%	Yes	2.3%
Hispanic Female	10.9%	1.5%	1.6%	1.4%	Yes	1.4%
Hispanic Male	6.9%	2.6%	2.7%	2.1%	Yes	2.1%
Other Minorities Female	3.7%	1%	.5%	1.4%	No	1.4%
Other Minorities Male	2.4%	4.1%	4.4%	2.2%	Yes	2.2%
White Female	37%	37.8%	38.3%	38%	Yes	38%
White Male	25%	43.9%	43.2%	N/A	N/A	N/A
Total Female	60.9%	45.4%	45.4%	44.2%	Yes	44.2%
Total Male	39.1%	54.6%	54.6%	N/A	N/A	N/A

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions with continued contract.

Response: It is important to remember that employees in all categories self-report their ethnicity and there is no requirement or validation to self-report. Within the Full-Time Instructional Staff with Continuing Contract classification, Daytona State College has identified that we have exceeded the 2018 annual goals for Black females and males. We are above the annual goal for Hispanic males and at the annual goal for Hispanic females. Daytona State is above the benchmark for all females within the category of Full-Time Instructional Staff with Continuing Contract. Based on this, Daytona State College has attained, or is above the 2019 Annual Goals in all minority and female categories, with the exception of Other females, during this reporting period. As stated above, the employment comparisons, per the state’s request, are for jobs that required Master and Doctorate degrees. When comparing the student population with the Instructional with Continuing Contract (which requires Master and Doctorate degrees), the following summary applies.

New Barriers (Optional)

Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities in any employment category?

Response: We have not identified new barriers affecting the successful recruitment or retention for 2019. We have previously discussed, that as the College continues to manage through tight budget years, vacancies are often absorbed by other (existing for EAM) positions, which does not allow for new recruitment.

(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Yes	As discussed, goals were met.	Yes
Full-time instructional positions?	Yes	As discussed, goals were met.	Yes
Full-time with continuing contract instructional positions?	Yes	As discussed, goals were met.	Yes
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	No	As discussed, no new barriers were identified.	No

B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents

1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

Response: : Daytona State College annually evaluates selected staff as part of the College evaluation process. For the 2019 year, Daytona State College recognized all staff as satisfactory in its continuing efforts to pursue equity goals in their individual areas. The President facilitates reports to the District Board of Trustees regarding the college’s progress with employment equity. If departments are deemed to be unbalanced and either have current or will have future vacancies, then monies are earmarked for additional minority recruitment in such media as Hispanic Outlook, Black Issues in Higher Ed, Women in Higher Ed, and other diversity sites and journals. New strategies are being added to the leadership development program to prepare female and minorities for executive management positions (such as career coaching, management skills for women, and mentor/mentee activities).

2) Provide a summary of the college’s board of trustees’ annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

Response: Each District Board of Trustee member completed a written evaluation of the College President in 2019 (April DBOT meeting). The evaluations indicated the President exceeded expectations in the area of inclusion. Overall, the President received scores indicating that he was meeting and in many instances, exceeding the DBOT expectations in most areas of his performance.

3) What is the date of the president’s most recent evaluation?

Response: : The most recent evaluation was completed May 16, 2019. The 2020 evaluation was scheduled to occur at the DBOT meeting to approve this report. However, given the current COVID-19 situation, the evaluation meeting will need to be rescheduled in May or June of 2020.

**Review of Part III (B): Evaluations of Employment Practices
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Yes		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Yes		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Yes		
Does the report include the date of the most recent presidential evaluation?	Yes		

C. Additional Requirements

The college should complete the following related to additional processes required by section 1012.86, F.S.

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection: Yes**

Include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Response: We have a committee listing that must be approved prior to proceeding with meetings and interviews. A Human Resources Representative is assigned to every committee for overview and equity oversight. Committee make up is reviewed for balance in gender, race, age, etc .

2) Briefly describe the process used to grant continuing contracts.

Response: Faculty receiving an annual contract are required to work with a committee of mentors every year. Mentors are added each year, through a structured process, so that by the final year before application for tenure or promotion the faculty member is working with tenured faculty from within and outside his or her department. Chairs/Supervisors and Deans monitor these meetings and ensure that faculty are given appropriate guidance in pursuing professional development, service and scholarly

opportunities for growth. The Tenure (Continuing Contract) and Promotion Process at Daytona State College is a flexible system that allows faculty applying for Continuing Contract or promotion in rank to provide documentation of competency in several areas including excellence and innovation in teaching, service to the department and college, professional development, and leadership and mentoring. This documentation is reviewed by the faculty member and mentors over a five- year period leading up to application for continuing contract or promotion (known as Advancement in Rank). Once faculty members have served the requisite number of years for Continuing Contract and or for promotion, the summary of achievements is evaluated by the committee of mentors, the other tenured members of the department, and the department chair, all of whom supply separate letters conveying support, or lack of support, for the award of continuing contract or promotion. These recommendations are reviewed by the College-wide Tenure and Promotion Committee, formed of 12 faculty members elected by the faculty members from within the various schools and academic areas of the college. That committee's recommendations are forwarded to an Administrators' Committee composed of administrators who have supervisory authority over faculty. Either of these review committees may ask for additional information or clarification from the applicant. Recommendations from the Administrators' Committee are sent to the Provost for Academic Affairs and then to the President for approval and submission to the Board. A final appeal is available for those who are not approved for tenure or promotion. This appeal is to a committee formed by the Provost of Academic Affairs.

3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

Response: The applicant's committee of three mentors, in addition to their department chair, advises the faculty member periodically through each year as they advance towards tenure or promotion. Written feedback is given to the faculty member annually, in addition to more informal meetings throughout the year. Summaries of faculty achievement are evaluated on a nondiscriminatory basis according to the guidelines for Appointment and Promotion to Academic Ranks and submitted for evaluation according to the Promotion Application Procedures.

4) Briefly describe the college's budgetary incentive plan to support and ensure the attainment of employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

Response: Each budget year, the College will provide funding to continue recruitment and retention activities to attain the College's annual and long-range goals for increasing the number of women and minorities in faculty and senior level administrative positions. Each unit or department can access these funds for approved activities related to attaining equity goals including recruiting, advertising, retention, and staff development. The unit will be advised of current equity composition of minorities and females within the department. Goals may be implemented to address any under representation. These goals will be reviewed and approved by the respective vice president and the Director of College Equity in conjunction with the Equity Committee. Progress toward these goals will be reviewed in the spring semester. Each unit or department will be evaluated based on achievement of unit goals and/or correcting existing under representation.

5) Salary Information: In the following table, include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86(2)(b)(5), F.S. Add additional rows if needed.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information are not required; however, the college may choose to include additional information for purposes of diversity analysis.

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Instructor	9 Month Faculty	2	\$40,200 to \$45,200	7	\$40,200 to \$45,200
Assistant Professor	9 Month Faculty	12	\$50,200 to \$75,200	18	\$50,200 to \$75,200
Associate Professor	9 Month Faculty	2	\$53,000 to \$82,700	12	\$53,000 to \$82,700
Vice President	Administrator	1	\$88,700 to \$172,600	2	\$88,700 to \$172,600
Associate Vice President	Administrator	1	\$75,700 to \$158,200	8	\$75,700 to \$158,200
Director I	Administrator	1	\$55,700 to \$112,600	8	\$55,700 to \$112,600
Director II	Administrator	1	\$58,200 to \$121,000	21	\$58,200 to \$121,000

*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2018, and October 31, 2019, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2018.

**Review of Part III(C): Additional Requirements
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Yes		
Does the report include a description of the process used to grant continuing contracts?	Yes		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Yes		
Has the college developed a budgetary incentive plan to support and ensure	Yes		

Requirement	Response	Comments	Action
attainment of the goals developed pursuant to section 1012.86, F.S.?			
Did the college include a summary of the incentive plan?	Yes		
Did the summary include strategic resource allocation?	Yes		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Yes		

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2019-20 Annual EQUITY UPDATE REPORT
Signature Page

[Click here to enter college name](#)

The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 6A-19.001-.010, F.A.C., referenced in this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, section 1006.71, F.S., Gender equity in intercollegiate athletics and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs.)

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of section 1012.86, F.S.

EQUITY OFFICER

DATE

COLLEGE PRESIDENT

DATE

CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE