

# **EASTERN FLORIDA STATE COLLEGE**

## **College Annual Equity Update**

**2018-2019**

## **Template for Submission 1 of 2**

**Deadline: April 30, 2019**

### **Submission Information**

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## General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for submission 1 of 2 of the annual update.

- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers

Florida Statutes require FCS institutions to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The college equity plan submitted in April 2018 for 2017-2018 is considered as the college's most recent baseline report that is updated each year.

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvements identified in analyses.

Submission 1 of 2 of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2019. The update should be submitted by email to [ChancellorFCS@fldoe.org](mailto:ChancellorFCS@fldoe.org). **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

Note: The signature page of this report will be required in the template for submission 2 of 2. Therefore, a signature page is not required for submission 1 of 2.

Submission 2 of 2, due June 28, 2019, will have specific requirements related to:

- Section 1000.05, F.S., the "Florida Educational Equity Act;"
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity; and
- Section 1006.71, F.S., Gender equity in intercollegiate athletics.

In addition to dividing the content into two submissions, DFC made other changes to the template to streamline processes and reduce redundancy. Specifically:

- Equity report templates must be submitted in Word format. This will facilitate a more timely review process and eliminate duplication of information. Colleges may attach additional documents in PDF or Word format as appendices.
- The goal setting and new hire tables are now embedded in the template instead of being included as a tab in the Excel file. This will eliminate colleges needing to input data in two places.

- DFC embedded components of the review form into the submission template. In prior years, DFC used a separate form to complete reviews. For the 2018-19 report, the factors DFC will identify as part of its review will be embedded after sections of the report, and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

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***Review of Part I: Course Substitutions  
 (Completed by Division of Florida Colleges)***

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Did the college submit the Course Substitution Report?	Select one.		

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DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates; monitor efforts by the college to increase diversity in student participation and employment; and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college’s methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs, activities and employment. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in certain areas where the college has achieved or exceeded its goals or where there is incomplete or missing information.

**Part I. Substitution Waivers for Admissions and  
 Course Substitutions for Eligible Students with Disabilities**

**Course Substitution Report, Form CSR01**

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary.

<b>Disability Type</b>	<b>Number of Students</b>	<b>Required Course(s) (prefix, number and title)</b>	<b>Substituted Course(s) (prefix, number and title)</b>	<b>Discipline Area</b>
Deaf/Hard of Hearing				
Visual Impairment	1	<b>MGF 1107</b>	<b>HSC 1554</b>	<b>Mathematics</b>
		<b>Math for Liberal Arts 2</b>	<b>Pathophysiology &amp; Pharmacology</b>	
Specific Learning Disability	1	<b>MGF 1106</b>	<b>ARTCX216</b>	<b>Mathematics</b>
		<b>Math for Liberal Arts 1</b>	<b>Art Design</b>	
		<b>MGF 1107</b>	<b>FILX160</b>	<b>Mathematics</b>
Orthopedic Impairment	1	<b>MAC 1105</b>	<b>CGS 1000</b>	<b>Mathematics</b>
		<b>College Algebra</b>	<b>Intro to Computers</b>	

<b>Disability Type</b>	<b>Number of Students</b>	<b>Required Course(s) (prefix, number and title)</b>	<b>Substituted Course(s) (prefix, number and title)</b>	<b>Discipline Area</b>
Speech/Language Impairment				
Emotional or Behavioral Disability	2	<b>MGF 1106</b> <b>Math for Liberal Arts 1</b>	<b>CGS 2100</b> <b>Microcomputer Applications</b>	<b>Mathematics</b>
		<b>MGF 1107</b> <b>Math for Liberal Arts 2</b>	<b>CGS 2571</b> <b>Advanced Microcomputer Applications</b>	<b>Mathematics</b>
		<b>MGF 1106</b> <b>Math for Liberal Arts 1</b>	<b>CGS 2100</b> <b>Microcomputer Applications</b>	<b>Mathematics</b>
		<b>MGF 1107</b> <b>Math for Liberal Arts 2</b>	<b>CGS 2571</b> <b>Advanced Microcomputer Applications</b>	<b>Mathematics</b>
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

How many requests for course substitutions were requested and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.)

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	2	2
Spring	2	2
Summer	4	4
<b>Total</b>	<b>8</b>	<b>8</b>

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***Review of Part I: Course Substitutions  
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

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## Part II. 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.

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
Black Female	7.24	5.9	5.9	5.9	yes	5.5
Black Male	4.38	5.9	5.9	5.9	yes	5.5
Hispanic Female	8.61	0.0	0.0	0.0	yes	0.0
Hispanic Male	5.82	0.0	0.0	0.0	yes	0.0
Other Minorities Female	4.49	0.0	0.0	0.0	yes	0.0
Other Minorities Male	2.96	0.0	0.0	0.0	yes	0.0
White Female	38.0	29.4	29.4	29.4	yes	28.0
White Male	28.49	58.8	58.8	58.8	yes	61.1
Total Female	58.35	35.3	35.3	35.3	yes	33.3
Total Male	41.65	64.7	64.7	64.7	yes	66.7

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** The College has maintained its percentage of EAM staff members in the Black Female, Black Male and White Female groups. The combined Black Female/Black Male percentage of 11.8% is comparable to the total Black Student population of 11.63%.

Hispanic and Other minorities are lacking in this job category. One reason for this has been limited opportunity to improve the minority data due to low turnover. Also, in the limited number of



opportunities, there have been either no minority applicants or no minority applicants with the minimum qualifications. Applicants are chosen for interviews based on qualifications; the applicant does not self-identify ethnicity on an application. Even during the interview, the ethnicity of applicants is not always obvious to screening committee members. The ethnic or racial status of the applicants can be examined only after the screening is completed.

The College is developing current staff and some may have potential for advancement into the EAM ranks. The College currently has minority managers in Director and Executive Director positions. Women also hold Director and Executive Director positions. The College also actively develops middle managers for potential promotion into higher management positions. For example, the College’s Administrative Leadership Intern Program (ALIP) develops high performing staff and faculty for future leadership roles. This intensive year-long program features weekly meetings to familiarize the participants with all aspects of the College, including SACS-COC requirements. Over the course of the past 5 years, most of the participants have been minorities and/or women.

**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.

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
Black Female	7.24	4.6	4.9	4.2	Yes	5.2
Black Male	4.38	3.1	3.0	3.1	No	3.0
Hispanic Female	8.61	2.7	3.0	2.6	Yes	3.4
Hispanic Male	5.82	0.4	0.4	0.4	Yes	.04
Other Minorities Female	4.49	2.3	2.3	2.3	Yes	2.2
Other Minorities Male	2.96	4.2	4.2	4.2	Yes	4.1
White Female	38.0	49.6	47.3	50.0	No	46.8
White Male	28.49	33.2	34.8	33.2	Yes	34.8
Total Female	58.35	59.2	57.6	59.10	No	57.7
Total Male	41.65	40.8	42.4	40.90	Yes	42.3

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

**Response:** The College met most of its goals and has either maintained or increased the number of full-time instructional staff in the minority categories of Black Female and Male, Hispanic Female and Male, Other Female and Male, White Male, and Total Male. The percentage of women full-time instructional staff showed a slight dip in the latest year, and was just short of its goal, but at 57.6% the percentage is almost identical to the female percentage of the student body, which is 58.35%. In order to continue to improve on this strong showing, the College is creating a college wide committee to support Women in Higher Education. It will be in affiliation with the American Council of Education (ACE) Women’s

Network of Florida. Its local faculty sponsors plan to hold two meetings a semester and feature brown-bag lunches, seminars, workshops and conferences. Minority employee percentages for Black full-time instructional staff is 7.9%, which is within four percentage points of the Black student enrollment. Black Male hiring was one tenth of a percentage point less than the College's goal. Other Minorities represent 6.5% of the faculty, and that is within one percentage point of the student percentages total of 7.45%. In this group, the College has a higher percentage of male instructors than female instructors. The College has increased the number of Female Hispanic instructors since 2015. However, the recent rapid growth in the College's Hispanic student population has outpaced the percentage of Hispanic full-time instructional staff. One reason for this is low turnover in fulltime faculty ranks and a lack of Hispanic applicants where there are openings. The College actively advertises open positions in minority publications, both in print and online. The College also notifies minority organizations in and around Brevard County, and advertises locally and nationally through the College web site. The United Third Bridge and the local Hispanic Chamber of Commerce are two of the organizations that receive information from the College. The College is encouraged that in Fall 2018 and Spring 2019 the College had three dozen active adjunct instructors who identify as Hispanic. Many of our full-time faculty start as adjuncts and as positions open, some of the adjuncts may successfully move into full time positions, helping to cut the gap between the percentage of Hispanic faculty and percentage of Hispanic students. The College's Diversity and Equity Committee is exploring other ways to increase the percentage of Hispanic faculty and to increase minority staffing in general. This subject also is an initiative in the College's Strategic Plan.

**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.

	College Student Population (%)	INST-CONT Actuals (%) Fall 2017	INST-CONT Actuals (%) Fall 2018	INST-CONT Stated Goals (%) Fall 2018	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for 2019
Black Female	7.24	4.6	4.9	4.6	Yes	4.4
Black Male	4.38	3.6	3.3	3.6	No	3.3
Hispanic Female	8.61	1.0	1.1	1.0	Yes	1.1
Hispanic Male	5.82	0.0	0.0	0.5	No	0.0
Other Minorities Female	4.49	2.6	3.3	2.6	Yes	3.3
Other Minorities Male	2.96	4.6	4.9	4.6	Yes	5.5
White Female	38.0	52.3	50.5	52.3	No	49.5
White Male	28.49	31.3	32.1	30.8	Yes	33.0
Total Female	58.35	60.5	59.8	60.5	No	58.2
Total Male	41.65	39.5	40.2	39.5	Yes	41.8

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

**Response:** The number of Continuing Contract faculty has decreased in almost every category this year due to the number of retirements and resignations and a lack of qualified applicants for several open positions; however, with a new group of annual-contract faculty moving toward tenure-track positions, the numbers are expected to stabilize again by 2020. As noted earlier in this report, the number of Hispanic adults meeting EFSC’s instructional job requirements has not kept pace with the growth in Hispanic students. EFSC continues to notify the local minority community of position vacancies through minority publications and targeted online publications, as well as locally and nationally through the College web site. . The College has undertaken an aggressive program of professional development for faculty through the Center for Teaching Excellence (CTE). One focus has been on ensuring that the College has a welcoming environment for minority students and faculty. Two years ago the CTE started sponsoring Community College Equity Lab (CCEAL) webinars and hosting table talk discussions afterwards. Webinars such as Racial/Gender Micro Aggressions: Their Influence on Men of Color in Community Colleges and Faculty Perspectives on Infusing Cultural Relevancy Strategies in the Classroom for Men of Color were held. Black faculty members working with the College’s Male Minority Initiative are now partnering with the CTE on this effort. That group has created the Inter-cultural Principles for Accelerating Student Success (I-PASS) workshop series, which will debut at Fall 2019 Welcome Back. Subjects include: Understanding the Identity Formation of Disadvantaged Populations, Rewriting Scripts to Create Narratives for Inclusion, Recognizing Perceptual Blinders and Hidden Bias, and Strategies for Removing Barriers for Minority Women Success.

**New Barriers (Optional)**

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

**Response:** The pool of applicants remains limited by the number of qualified residents in the area. Due to current employment laws, the applicant does not claim an ethnic category until after the hiring process has been completed. The ethnicity of applicants is not always obvious to screening committees prior to a category selection. Budget restrictions for entry-level pay and for annual pay increases have made it difficult to both recruit and retain employees in all categories. In addition, employer competition in the area, offering a selection of job openings with higher wages, has also slowed the College’s ability to hire and retain qualified employees.

***Review of Part II: Attainment of Annual Goals  
 (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>	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting recruitment and retention of females and/or minorities?	Select one.		

## **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:** Members of the President’s Executive Council are evaluated, emphasizing the College’s commitment to equity and diversity. The College understands that increasing equity and diversity is not only a legal mandate but also an economic reality that benefits employee, employer, and community alike. The College continues its commitment to increasing equity and diversity through evaluations of the Department Chairs, Deans, Associate Provosts, Provosts, and Vice Presidents. Completed evaluations, which include the critical dimension of “valuing diversity,” are forwarded to Human Resources for placement in the employee’s personnel file or “permanent file.” The employees in these supervisory positions have been evaluated as either *Above Expectation* or *Exceptional* for progress toward the College’s equity/diversity goals. An individual employee who is not in compliance with the initiatives of the College would be placed on probation and on a remedial/development plan during which time performance is closely scrutinized and mentored.

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:** The Eastern Florida State College Board of Trustees has extended the contract of college President Dr. Jim Richey to 2024 after praising his leadership of EFSC. The five trustees unanimously lauded Dr. Richey’s achievements during the past year. This included setting records for Bachelor Degree enrollment, online course enrollment and historic minority student enrollment, as well as extensive outreach to diverse portions of the community and improving diversity and equity at the College. The Center for Teaching Excellence, the College wide Diversity and Equity Committee and the Minority Male Initiative were all started after Dr. Richey became president.

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

**Response:** February 4, 2019

**Review of Part II: 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?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
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?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

**C. Additional Requirements**

The college should complete the following related to additional processes required by section 1012.86, F.S. The signature page of this report that will be required in submission 2 of 2 will suffice as certification of each.

- 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:** Per the Collective Bargaining Agreement, Article 6.13, the President or designee will establish faculty screening committees that will be consulted prior to the hiring of new full-time faculty members. Any such committee shall consist of full-time faculty members. The President or designee strives to establish a screening committee that encompasses a diverse panel in both gender and ethnicity that not only reflects the College community but also the student population. When sufficiently diverse faculty members are available to serve on a screening committee, at least four shall be tenured faculty in the discipline for which a candidate is being considered. The President or designee uses the same screening criteria for hiring Vice Presidents that is used for hiring faculty (a diverse panel in both gender and

ethnicity). Positions other than a VP will generally be chosen by the hiring manager of record unless that hiring manager is able to assemble a diverse committee. In either case, the College continues to furnish hiring managers with a handbook designed to provide current information on the College's hiring process and methods of selection, and to provide ample guidance to ensure they select the best possible candidates in a fair and consistent manner.

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

**Response:** According to the CBA, Article 11.1, faculty members submit a tenure portfolio to a committee when they are nearing completion of the number of years necessary for tenure consideration. The portfolio will demonstrate, among other items, satisfactory service, continuing need of position verified by their Provost, and contributions to development activities, to their profession, and to the College. The committee's recommendations are forwarded to the College President for approval. The faculty member is responsible for completing a tenure application and a portfolio per instructions in the TPDC (Tenure and Professional Development Council) Handbook. The Campus Tenure Committee is responsible for maintaining chain of custody for a tenure candidate's portfolio; the committee will recommend either approval or denial and provide written notification to the President or his designee. Provosts also make annual contract renewal/non-renewal recommendations to the College President through the VP of Academic & Student Affairs/CLO. By the end of the Spring semester, faculty members are informed of their contract status for the following academic year. CBA, Article 11.1C&D.

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

**Response:** In order to reach CC status, new faculty must complete a mentoring program; they must choose a faculty development cycle and complete the required guidelines for that cycle; and they will have an annual review—all of which will keep them informed of their progress. CBA, Article 11.1-2, 11.1B3

4) Briefly describe the college's budgetary incentive plan to support and ensure attainment of the 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:** Eastern Florida State College supports and ensures the attainment of the goals developed pursuant to Section 1012.86, F.S. Resources are allocated to support the implementation of strategies and the achievement of goals in a timely manner. The College's employment goals aim to ensure racial, ethnic and gender diversity in the identified categories; all employees are evaluated on a diversity or "valuing differences" dimension with which they must comply in order to work at the College. Also, the College supports development of minority faculty through the Center for Teaching Excellence. This includes the diversity and equity workshops explained earlier in relation to faculty development. The College also has been an active participant for several years in the Florida-based Black, Brown, College Bound conference each spring. This year 10 students and half a dozen minority faculty and staff members attended and presented a workshop about diversity and equity efforts at EFSC.

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	Table / Grade		# of New Hires	Salary Range	# Existing Employees in Table/Grade or Faculty Degree Level	Salary Range
FT Faculty 165 Days Doctorate	F2	2	6	\$41,500 - \$43,000	67	\$43,000 - \$87,412
FT Faculty 165 Days Masters	F2	2	13	\$40,000 - \$45,000	104	\$41,000 - \$84,622
FT Faculty 165 Days Bachelors	F2	2	1	\$41,000 - \$41,000	8	\$42,000 - \$47,607
FT Faculty 165 Days <Bachelors	F2	2	1	\$40,000 - \$40,000	10	\$42,000 - \$74,414
FT Librarian 189 Days Masters	F2	4	1	\$47,536 - \$47,536	2	\$52,238 - \$69,580
Senior Level Executives	AD	2	1	\$150,000 - \$150,000	5	\$150,000 - \$185,600

*\* IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2017 and October 31, 2018, 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, 2017.*



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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
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?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

**This concludes submission 1 of 2 of the 2018-19 Annual Equity Update Report, which must be submitted, as a Word document, to [ChancellorFCS@fldoe.org](mailto:ChancellorFCS@fldoe.org) by **April 30, 2019**. Colleges may attach additional files (PDF or Word) as appendices.**

**Submission 2 of 2 – which includes the signature page – must be submitted by June 28, 2019.**