

Lake-Sumter State College

College Annual Equity Update

2018-2019

Submission 1 of 2

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 2017 for 2016-2017 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. 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:

***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.		

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.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
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Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability				
Orthopedic Impairment				
Speech/Language Impairment				
Emotional or Behavioral Disability				
Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
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		
Spring		
Summer	1	0
Total		

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.		

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	7.21%	3.7%	0%	7.0%	No	6.0%
Black Male	3.92%	0%	0%	3.5%	No	3.0%
Hispanic Female	13.26%	0%	0%	4.5%	No	4.5%
Hispanic Male	8.75%	3.7%	0%	3.7%	No	4.0%
Other Minorities Female	4.59%	0%	0%	3.0%	No	3.5%
Other Minorities Male	3.29%	0%	0%	3.0%	No	3.0%
White Female	35.53%	48.1%	51.7%	45.0%	No	42.0%

	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
White Male	23.45%	44.4%	48.3%	35.0%	No	34.0%
Total Female	60.59%	51.9%	51.7%	57.0%	No	57.0%
Total Male	39.41%	48.1%	48.3%	43.0%	No	43.0%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: In comparing the percentage of total Executive/Administrative/Managerial employees to our student population, the ratio of Black Male/Female, Hispanic Male/Female, and Other Minority Male/Female falls short of our student population. The percentages of total Executive/Administrative/Managerial White Male/Female employees are notably disproportionate. The college experienced declines the Black Female and Hispanic Male EAM categories. Lake-Sumter State College has utilized the following recruitment and retention strategies to address our employment equity plan goals: (1) posted Executive/Administrative/Managerial vacancies on diverse sourcing vehicles (including the Chronicle of Higher Education, Higheredjobs.com, Inside Higher Ed., Diverse Issues in Higher Ed, and Latinos in Higher Ed.), (2) ensured the diversity of search committees in the recruitment/selection process, (3) implemented a Success Coaching Program, which provides mentoring and leadership opportunities and promotes job mobility (26 employees have participated in this program), (4) facilitated on campus diversity training opportunities for employees to promote awareness of diversity issues, (5) increased the educational awareness programming coordinated by the Equity & Diversity Committee (hosted historically black colleges and universities (HBCU) day events), and (6) implemented individual employee accountability for promoting diversity and inclusion in daily work with new annual performance review process. As part of the college’s long-term strategy, it has initiated a comprehensive job classification and compensation study project to improve internal equity and external competitiveness. At the conclusion of the study, the new compensation structure should be implemented over a 5-7 year period. A competitive compensation structure should enable us to attract and retain qualified staff.

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	7.21%	3.7%	3.8%	5.0%	No	6.0%
Black Male	3.92%	3.7%	2.6%	3.88%	No	3.0%
Hispanic Female	13.26%	1.2%	1.3%	3.20%	No	5.0%
Hispanic Male	8.75%	3.7%	2.6%	3.7%	No	3.5%
	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
Other Minorities Female	4.59%	1.2%	1.3%	3.5%	No	3.0%
Other Minorities Male	3.29%	2.4%	2.6%	3.0%	No	3.0%
White Female	35.53%	53.7%	56.4%	45.0%	No	46.5%
White Male	23.45%	30.5%	29.5%	29.0%	No	30.0%
Total Female	60.59%	59.8%	62.8%	61.0%	Yes	61%
Total Male	39.41%	40.2%	37.2%	39.0%	Yes	39%

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

Response: In comparing the percentage of total Instructional Staff to our student population, the ratio of Black Male/Female, Hispanic Male/Female, and Other Minority Male/Female falls short of our student population. The percentages of total Instructional Staff white Male/Female employees are notably disproportionate. The college experienced declines the Black Male and Hispanic Male Instructional Staff categories. Lake-Sumter State College has utilized the

following recruitment and retention strategies to address our employment equity plan goals:

(1) posted

Executive/Administrative/Managerial vacancies on diverse sourcing vehicles (including the Chronicle of

Higher Education, Higheredjobs.com, Inside Higher Ed., Diverse Issues in Higher Ed, and Latinos in Higher Ed.), (2) ensured the diversity of search committees in the recruitment/selection process, (3) implemented a Success Coaching Program, which provides mentoring and leadership opportunities and promotes job mobility (26 employees have participated in this program), (4) facilitated on campus diversity training opportunities for employees to promote awareness of diversity issues, (5) increased the educational awareness programming coordinated by the Equity & Diversity Committee (hosted historically black colleges and universities (HBCU) day events), and (6) implemented individual employee accountability for promoting diversity and inclusion in daily work with new annual performance review process. As part of the college’s long-term strategy, it has initiated a comprehensive job classification and compensation study project to improve internal equity and external competitiveness. At the conclusion of the study, the new compensation structure should be implemented over a 5-7 year period. A competitive compensation structure should enable us to attract and retain qualified staff.

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	7.21%	5.1%	5.6%	6.5%	No	5.5%
Black Male	3.92%	2.6%	2.8%	3.8%	No	3.0%

	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
Hispanic Female	13.26%	0.0%	0.0%	2.0%	No	5.0%
Hispanic Male	8.75%	2.6%	0.0%	2.6%	No	4.0%
Other Minorities Female	4.59%	0.0%	0.0%	3.5%	No	3.5%
Other Minorities Male	3.29%	2.6%	2.8%	3.62%	No	3.0%
White Female	35.53%	56.4%	61.1%	50.0%	No	47.0%
White Male	23.45%	30.8%	27.8%	30.0%	No	27.0%
Total Female	60.59%	61.5%	66.7%	61.0%	No	61.0%
Total Male	39.41%	38.5%	33.3%	38.0%	No	39.0%

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

Response: In comparing the percentage of total Instructional Staff with Continuing Contract to our student population, the ratio of Black Male/Female, Hispanic Male/Female, and Other Minority Male/Female falls short of our student population. The percentage of total Instructional Staff white

Female employees is notably disproportionate. The college experienced declines the Hispanic Male Instructional Staff category. Lake-Sumter State College has utilized the following recruitment and retention strategies to address our employment equity plan goals: (1) posted Executive/Administrative/Managerial vacancies on diverse sourcing vehicles (including the Chronicle of

Higher Education, Higherjobs.com, Inside Higher Ed., Diverse Issues in Higher Ed, and Latinos in Higher Ed.), (2) ensured the diversity of search committees in the recruitment/selection process, (3) implemented a Success Coaching Program, which provides mentoring and leadership opportunities and promotes job mobility (26 employees have participated in this program), (4) facilitated on campus diversity training opportunities for employees to promote awareness of diversity issues, (5) increased the educational awareness programming

coordinated by the Equity & Diversity Committee (hosted historically black colleges and universities (HBCU) day events), and (6) implemented individual employee accountability for promoting diversity and inclusion in daily work with new annual performance review process. As part of the college’s long-term strategy, it has initiated a comprehensive job classification and compensation study project to improve internal equity and external competitiveness. At the conclusion of the study, the new compensation structure should be implemented over a 5-7 year period. A competitive compensation structure should enable us to attract and retain qualified staff.

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 college is challenged by the goal requirement to match our student population. We compete with larger institutions for female and under-represented minority professionals. These institutions typically offer a higher starting wage and preferred geographic area. Due to the improving economy and the increasing number of retirements from our workforce, we are challenged by the competition from higher paying colleges and universities. This has particularly impacted our existing administrative and instructional staff populations. Additionally, there is a limited number of qualified individuals of both genders in the Black, Hispanic, and Other categories in rural Lake and Sumter Counties. Additionally, unlike the larger universities the college competes with, the college cannot afford to financially support relocation or HB-1 sponsorship of applicants, which may impacts the recruitment of minority applicants.

Review of Part II: Attainment of Annual Goals
 (Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
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Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
EAM positions?	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: Vice-Presidents, Associate Vice-Presidents, Associate Deans, Deans, and Executive Directors received annual evaluations in keeping with LSSC procedures. The evaluation forms and associated procedures detail that the development and management of employee performance improvement plans are required should an employee’s performance is determined to be less than satisfactory. The employee’s performance plan must state specifically the improvement areas and identify key actions for improvement with due dates and a follow-up review. In 2018 all management employees, including deans and associate deans, received satisfactory or higher evaluation scores. Also, the college’s Human Resources department partnered with a diverse group of staff members, as well as faculty members, to develop and implement a new performance evaluation system. This system evaluates key personnel, staff, and faculty performance based on the alignment of individual and college goals, including those related to diversity and inclusion. The process recognizes individual performance that creates

and maintains a diverse, inclusive, safe learning and working environment. It establishes a mechanism for providing regular, ongoing performance feedback (formal and informal).

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 president's evaluation includes the following objective: Effectively address the annual and long-term goals and objectives of the College Equity Plan pursuant to F.S. 1012.86 (Employment Equity Accountability Program) and F.S. 1006.71 (Gender Equity in Intercollegiate Athletics). The president's self-evaluation included the following statements: "Since my first year, my biggest challenge has been developing a means to quickly improve the financial situation of the college and simultaneously improve salaries. The implementation of the internal promotion process and other changes led to low morale. The board approval of the across the board increases to staff compensation has improved morale. Personally, I have made myself more available this past year both formally and informally to break down barriers to improve communication and promote change"; "Institutional Research Board (IRB) and Honors Program – I have continued supporting this initiative led by academic affairs in establishing research methodology and discipline for the faculty rank and promotion process and to incorporate a formal approval process for student and faculty-led research"; "Strategic Plan – The development of the strategic plan is well underway with faculty and staff participating this summer and into early fall. The board's mission statement served as the kick off to the development of a vision statement, values statements, and five strategic pillars. The next steps are to develop key performance indicators to identify the most meaningful and useful indicators success and relate them to each individual"; "Staff Development – This summer the college rolled out a new objective-based employee evaluation process that will be tied directly to the strategic plan and the new key performance indicator system." This objective was one of three objectives in the category of "Administration and Efficiency". The president was rated 9.1/10 on this category.

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

Response: November 28, 2018

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.		
Requirement	Response	Comments	Action
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: In keeping with the College's Administrative Procedure 5-14 (Staffing) and the LSSC Search Committee Handbook, all search committees are staffed with an appropriate representation of females and minorities. The staff process is monitored by the Human Resources Director (Equity Officer) and the

Talent Acquisition Manager. In 2018, the Director of Equity & Diversity conducted training for the Human Resources Recruitment Team, which included roles and responsibilities related to diversity awareness for employees serving on search committees.

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

Response: In keeping with the College's Administrative Procedure 5-15 (Administrative and Faculty Contracts), faculty are eligible for continuing contracts in their fifth year of full and continuous employment. Faculty performance evaluations are completed by their respective Associate Deans/Deans and reviewed by the respective Deans/Associate Vice President. The professional portfolios, which are prepared by faculty, must document accomplishments in the areas of Teaching, Excellence, Service to the College, Service to the Community and Professional Accomplishments in Field/Discipline. The Deans/AVPs recommend to the Vice President of Academic Affairs those faculty members who demonstrate, per their evaluations and portfolios, solid satisfactory or higher performance and other significant accomplishments as documented in their portfolios. The Vice President of Academic Affairs subsequently recommends successful faculty members to the President. The President reviews, approves and recommends those applicants worthy of being awarded a continuing contract to the District Board of Trustees for approval.

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

Response: Because the faculty professional portfolio (see #2 above) is a formal part of the annual performance review process, instructors receives specific feedback on the submitted portfolio as related to the status for the tenure track. Specific to the entire review process (performance and portfolio) is a development plan. This plan identifies the actions required of a faculty member to facilitate his/her efforts toward achieving continuing contract status. In 2017, the District Board of Trustees approved a revision to the College's Faculty Rank & Promotion process. All faculty awarded continuing contract also receive their first promotion to Assistant Professor concurrently with continuing contract.

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: The College does not set a fixed budget for recruitment advertising, but rather adjusts the budget as the needed. Advertising packages are purchased at the beginning of each fiscal year with the Chronicle of Higher Education, Higheredjobs.com, Inside Higher Ed., Diverse Issues in Higher Ed, and Latinos in Higher Ed. Financial support is provided for the recruitment team to attend local job fairs, including Career Source and Veteran's outreach activities.

Recruitment and retention is a key strategy included on the College's current Strategic Plan.

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
Row 1	<u>Full-time Non-Instructional Staff:</u>				
Row 2	Administrative	0	Not Applicable		Not Applicable
Row 3	Managerial	9	\$35,700 - \$102,582		\$35,700 - \$102,582
Row 4	Professional	9	\$17,500 - \$41,300		\$17,500 - \$41,300
Row 5	Technical	6	\$23,500 - \$60,200		\$23,500 - \$60,200
Row 6	<u>Trades</u>	2	\$19,500 - \$40,500		\$19,500 - \$40,500
Row 7	<u>Full-time Instructional Staff with Faculty Status on Tenure Track / Annual Contract</u>	4	\$40,000 - \$46,000		\$40,000 - \$46,000
Row 8	<u>Full-time Instructional Staff with Faculty Status not on Tenure</u>	2	\$40,000		\$40,000
	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
	<u>Track / Annual Contract</u>				

* 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)

Requirement	Response	Comments	Action
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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 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.