



# FLORIDA GATEWAY COLLEGE

## MISSION STATEMENT

*Approved by the Board of Trustees on June 9, 2020*

The mission of Florida Gateway College is to provide superior instruction, nurture individual development, and enrich the diverse communities it serves through affordable, quality higher education programs and lifelong learning opportunities.

To achieve the Mission and perform the functions set forth in the Institutional Mission Statement, the College will pursue goals to: Serve, Enhance, and Grow

### **Goal 1 Success**

Improve student persistence, retention, and learning through instructional excellence and exceptional support services.

Objectives:

1. Implement proactive advising strategies throughout all college units
2. Use innovation, technology, and best practices in instruction to provide rigorous and engaging learning experiences.
3. Expand transfer pathways by increasing program articulation agreements with higher education institutions.
4. Establish a comprehensive Career Center that helps students align educational and career goals and promotes job exploration and planning to prepare them for success in their chosen career.

### **Goal 2 Engagement**

Promote economic development and community enrichment through business partnerships, service, and engagement

Objectives:

1. Engage students, faculty and staff in community service and service learning activities.
2. Provide client-focused, customized corporate training to enhance continuous employee growth and development
3. Culturally and intellectually enrich the community through diverse entertainment and cultural activities
4. Promote student engagement by providing opportunities to participate in student organizations, competitions, and campus life activities.

### **Goal 3 Academics and Lifelong Learning**

Foster a culture of cradle to grave learning through formal, non-formal and informal education offerings that provide the foundation for lifelong learning.

Objectives:

1. Offer learning experiences that inspire students to obtain knowledge outside of the educational system and the motivation to continue learning throughout their lifespan.
2. Provide a general education core that gives students a broad, common foundation of knowledge, skills, and abilities to succeed within personal, social and career goals.
3. Provide instruction in a variety of delivery methods and flexible course schedules

### **Goal 4 Assessment, Accountability, and Improvement**

Ensure college vitality and enhance college services through a culture of accountability and continuous improvement.

Objectives:

1. Institutionalize a system for planning, budgeting, and assessment to ensure decisions are data driven and lead to improvement.
2. Promote fiscal stability and efficiency of college operations through effective allocation and use of resources.
3. Evaluate the viability and relevance of current programs and perform community and regional studies to find opportunities for new program development.

### **Goal 5 Institutional Resource Development**

Ensure institutional resources are adequate to enhance student learning, instructional quality, and support educational programs.

1. Increase revenue by aligning resource development activities, cultivate new avenues of funding, and pursue opportunities to enhance existing resources.
2. Build and maintain accessible facilities, infrastructure, and grounds that functionally and aesthetically meet institutional needs.
3. Incorporate emerging technologies that enhance student learning, support faculty/staff productivity, and ensure organizational effectiveness.
4. Provide learning/information resources that are appropriate to support instruction and enhance program quality through foundation endowments.
5. Provide comprehensive professional development opportunities that improve teaching and learning, develop leadership, and strengthen employee skills

### **Goal 6 Access**

Develop multiple pathways for equal and equitable access to the college's programs and services by reducing barriers to enrollment and progression, and improve student academic achievement and goal attainment.

1. Develop and implement a Strategic Enrollment Management Plan that will increase enrollment.
2. Implement a marketing plan that will promote the activities of the college and increase awareness of the role it plays in the lives of the community.
3. Provide a college website and Information Technology Systems that is well organized and easy to use for seamless access to college enrollment and progression processes and information pertinent to students, faculty, staff, and community.
4. Establish an Access/Diversity Committee to review, assess and recommend potential additional opportunities to increase diversity in both our student body and for new faculty and staff.
5. Create Scheduling options to meet the needs across diverse student populations.

**FLORIDA GATEWAY COLLEGE  
DISTRICT BOARD OF TRUSTEES**

**April 15, 2021**

**5:00 pm, Regular Meeting**

**Baker County School Board District Office  
270 South Blvd. East, Macclenny, FL 32063**

I. Call to Order

II. Pledge of Allegiance {SGA Representative}

III. Audience of Any Citizen

*The FGC Board of Trustees will hear any citizen who wishes to address the Board, on a one-time basis, pertaining to a relevant topic. If the Board wishes to hear more about the topic, that topic will be scheduled for a future Board Meeting. Each speaker is limited to three minutes and the time dedicated to this topic will not exceed twenty minutes.*

IV. \*Approval of Board Minutes dated March 11, 2021

V. Student Government Report {SGA Representative}

A. General Information

VI. \*Presentation of Consent Agenda

*The items on the consent agenda are routine business, state directives, and/or compliance items. All items have been reviewed by the Board attorney and have been available to the Board for its examination. Any trustee can request a topic to be removed from the consent agenda and discussed further. Typographical errors will be noted and corrected in the Board Minutes.*

A. \*Personnel Matters

B. \*Routine Contracts and Agreements

C. \*Surplus Property

D. \*Authorized List for Deferment Approval (School Board of Levy County)

E. \*New Policy (6Hx12:5-19) Information Technology Disaster Recovery Plan

F. \*Approval of Course Changes

G. \*Approval of Program Changes

H. \*2020-21 Annual Equity Report

VII. Academic Affairs {B. Dopson}

A. General Information

VIII. Enrollment Management and Student Affairs (A. Cardenas)

A. General Information

IX. Business Services Report {M. Holloway}

A. General Information

- B. \*Budget Amendment Number Six (6) Restricted Current Fund Two (2) Budget Fiscal Year 2020-2021
  - C. \*Budget Amendment Number Six (6) Capital Outlay Plan for Unexpended Plant Fund (7) Budget Fiscal Year 2020-2021
  - D. \*Budget Amendment to move funds from Unrestricted Current Fund (Fund 1) to (Fund 7) Capital Funds Fiscal Year 2020-2021
- X. President's Report {L. Barrett}
- A. General Information
- XI. Topics for future meetings
- XII. Inspect Warrant Register
- XIII. Set Time for the Next Meeting

May 13, 2021 at

4:00pm – Workshop  
Wilson S. Rivers Library & Media Center Room 102

5:00pm - Regular Meeting  
Florida Gateway College Board Room

\*Denotes Board of Trustees' action items

**FLORIDA GATEWAY COLLEGE  
DISTRICT BOARD OF TRUSTEES**  
**March 11, 2021 5:00 p.m., Regular Meeting**  
**FGC Administration Building, Board Room**

**I. Call to Order**

The regular meeting of the District Board of Trustees was called to order March 11, 2021 at 5:05 p.m. by Chairman Mr. Miguel Tepedino

Members present: Dr. Miguel Tepedino, Ms. Suzanne Norris, Ms. Renae Allen, Ms. Kathryn McInnis, Dr. Jim Surrency, Mr. Lindsey Lander, Mr. David Crawford, Board Attorney Marlin Feagle

Members absent: Mr. Chuck Brannan

**II. Pledge of Allegiance**

Dr. Tepedino led the Board in the Pledge of Allegiance.

**III. Audience of Any Citizen**

Mr. Tom Moffses, Columbia/Hamilton County Health Departments' Administrator, addressed the board thanking Florida Gateway College for their help with administering vaccines. Mr. Moffses thanked FGC Emergency Medical Services Coordinator Ann Brown for her volunteering. Nurses in the RN program have gone through the Health Department's Volunteer Process and are cleared to administer vaccines through the Health Department.

**IV. Approval of Agenda/Board Minutes**

**Mr. Crawford made a motion to approve the agenda as presented with the addition of emergency item IX.D. Amended Covenant. Ms. Allen seconded the motion and the motion carried unanimously on a voice vote.**

**Ms. McInnis made a motion to approve the February 11, 2021 Board Meeting Minutes as presented. Mr. Crawford seconded the motion and the motion carried unanimously on a voice vote.**

**V. Student Government Report**

Lindsey Thomas, Vice President of Student Government, reported continued success with their virtual activities. This past month Student Government partnered with the SIFI, Art Club, the Dramatics program, and the Future Teachers Club for the planning of their diverse offerings for Black History Month. SGA ended the month with a formal Black History Program and a movie in the park. SGA is currently partnering with the Art Club students who are creating the designs for our Women's History Shirts.

**VI. Presentation of Consent Agenda**

- A. \*Personnel Matters
- B. \*Routine Contracts and Agreements
- C. \*Surplus Property
- D. \*Approval of Course Changes

- E. \*Approval of Course Deletions
- F. \*Approval of New Programs
- G. \*Approval of Program Changes

**Ms. Norris made a motion to approve the Consent Agenda consisting of items “A” through “G” identified above. Ms. McInnis seconded the motion and the motion carried unanimously on a voice vote.**

## **VII. Academic Affairs**

### A. General Information

Vice President Brian Dopson introduced two guests English Professor Dr. Troy Appling and Dr. Brandon McIntire, Director of E-Learning.

Dr. Appling stated at this year’s Florida College System Publications Association Annual Awards Ceremony five students won awards and the staff as a whole one two awards with their work in FGC’s HOWL Publication. They are in the process of designing the Spring Publication of HOWL and taking submissions until the end of this month.

Dr. McIntire reported they are focusing on enhancing the experience of online learning through several initiatives. They have worked to create a consistent user experience, enhanced lecture engagement through the Canvas Studio Program and have focused on Professional Development with faculty.

## **VII. Enrollment Management and Student Affairs**

### A. General Information

Vice President Tony Cardenas reported FGC’s Brain Bowl Team competed in the NAQT Community College National Championship and tied for 9<sup>th</sup> out of 16 teams. FGC’s lead scorer Benjamin Smith placed 16<sup>th</sup> individually.

They held a successful virtual transfer day with 24 different schools in attendance. A successful Nursing Career Fair was held with Lake City Medical Center, nine nurses were hired on the spot, and many follow-up interviews were scheduled with other nurses.

Dual Enrollment Director Julie Cannon has advised 106 Dual Enrollment students in person at various high schools within the district and has more meeting set up. 75 Dual Enrollment Students have met FGC graduation requirements and will graduate in May. There is an upcoming One Stop Student Enrollment Day on April 16<sup>th</sup>. Mr. Cardenas reported on behalf of Financial Aid Director Travis George that they finished a successful Financial Aid Statewide Audit with no findings.

## **IX.**

### **Business Services Report**

Ms. Michelle Holloway, Vice-President of Business Services requested Board consideration of the following items:

- B. Budget Amendment Number Five (5) Restricted Current Fund Two (2) Budget Fiscal Year 2020-2021
- C. Budget Amendment Number Five (5) Capital Outlay Plan for Unexpended Plant Fund (7) Budget Fiscal Year 2020-2021
- D. Amended Covenant, which has been requested by Regional Council and confirms prior Covenant approved by the Board dated February 12, 2020 to be executed by the Board Chair.

**Ms. Norris made a motion to approve items “B”, “C”, and “D” listed above as presented. Mr. Lander seconded the motion and the motion passed unanimously on a voice vote.**

**X. President’s Report**

**A. General Information**

Dr. Barrett reported FGC is planning on full operations come Fall Semester. He is documenting this COVID Pandemic experience for FGC and thanked staff for all they have done during this time.

Dr. Barrett thanked Trustee Allen for the Science Fair and Trustee Allen thanked FGC for hosting the event.

Dr. Barrett thanked Mr. Lander for allowing him to speak at the Cross City City Council Meeting on the potential of their spectrum to do internet based spectrum for Cross City.

Reminded the Board of the Ground Breaking Ceremony for the STEM Building tomorrow, Friday, March 12<sup>th</sup> at 10 a.m.

FGC will be hosting a FAFSA Marathon on Friday, April 9 through Saturday, April 10<sup>th</sup> at noon we will be assisting students in person, via ZOOM, and over the phone.

Dr. Barrett introduced Financial Aid Director Travis George. Mr. George stated from 2018 till now they have looked at students based on three factors multicultural, diversity, and inclusion. They found that students that fell within these categories did not do well enrolled in full-time programs. They have implemented a program called SIFI with the help of Halphatter and Nutrien, it stands for Second Initiatives First Impressions. There are fifty spots and their schedules will be laid out for them from beginning to end. They will have to get full time jobs that begin at 8 a.m. in the morning, they will be taking courses that start later in the day, they will be studying together, they’ll do tutoring sessions, and meetings. As of today he has only visited two high schools, Dixie County High School and Ft. White. After visiting these two schools he has 16 applications and will be visiting the other schools within the district.

**XI. Topics for Future Meetings**

**XII. Inspect Warrant Register**

**XIII. Set Time for the Next Meeting**

Dr. Barrett explained there are some conflicts with the next Board Meeting with some members of the Board. Dr. Barrett is also planning on traveling with the basketball team to North Carolina during that week.

**Mr. Lander made a motion to move the next Board Meeting that will be held in Baker County from April 8, 2021 to April 15, 2021. Ms. Norris seconded the motion and the motion carried unanimously on a voice vote.**

Next Meeting: April 15, 2021

Location: Baker County School Board Office

The meeting was adjourned at 5:58 p.m.

Items provided to the Board at this Meeting:

- Year to Date Financial Report Month Ending February 2021
- Executive Summary Month Ending February 2021
- Various newspaper articles from Lake City Reporter

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Dr. Miguel Tepedino, Chair

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Dr. Lawrence Barrett, Secretary

**AGENDA ITEM: V.A.**

**Student Government Report**

- A.** General Information: A representative from the Student Government Association will report on recent and upcoming activities and events.

**AGENDA ITEM: VI.A.**

**Personnel Matters**

The Personnel Matters reflect the standard and usual personnel operations of the college. The College requests approval of the attached listings of Personnel Matters that includes: Terminations, Appointments, Reappointments, Replacements, Transfers, Students, Short Term Contracts, and Adjunct Faculty.

**PERSONNEL MATTERS**  
**April 15, 2021**  
**BOARD OF TRUSTEES MEETING**

**RESIGNATIONS/RETIREMENTS/TERMINATIONS:**

Tang, Richie	Media/Television Specialist I, Audiovisual (not filling position)	04/30/2021
Toler, Crystal	Program Specialist, Foundation (position to be filled)	03/15/2021

**APPOINTMENTS/REAPPOINTMENTS/REPLACEMENTS/TRANSFERS:**

Bass, Allison Lance	Media Supervisor, Media/Audiovisual, Full Time, Promotion	03/01/2021
Boston, Peggy	TSIC Program Specialist, TSIC, Full Time, Promotion	03/16/2021
Boulware, Melissa	Office Assistant, Dixie Center, Part-time, Temporary	03/03/2021
Dean, Brandilynn	Associate Director, Enrollment Services, Full Time, Replacement	03/22/2021
Harris, Jarrod	Announcer, Athletics, Part-time, Temporary	03/16/2021-4/30/2021
Plyn, Madison	Interim Volleyball Head Coach, Athletics, Part-time, Temporary	02/23/2021
Rambo, Margaret	Senior Staff Assistant, Public Serv Training Ctr, Full Time, Promotion	04/01/2021
Wilson, Shawana	Volleyball Assistant Coach, Athletics, Part-time, Temporary	02/23/2021

**STUDENTS:**

Allen, Ava	Student Assistant, Career Services, Part-time, Temporary	02/19/2021
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**ADJUNCT FACULTY/OVERLOAD CONTRACTS:**

See attached pages

Academic Affairs  
 Board Agenda Report  
 Spring 2021  
 A8, A16, B8

Instructor Name	CRN	Course Number and Section	Course Title	Credits	Part of Term	Start Date	End Date
Deese, John	Varies	Varies	LEO Advanced Training	n/a	E	3/15/2021	4/2/2021
Dickinson, Paul	Varies	Varies	EMS	Varies	E	2/27/2021	2/28/2021
Garbett, Matthugh	Varies	Varies	Fire	Varies	E	1/1/2021	6/31/2021
Harris, Elizabeth (2)	Varies	Varies	EMS/CPR	Varies	A16	1/19/2021	5/16/2021
Heston, Keith	Varies	Varies	LEO Advanced Training	n/a	E	3/15/2021	4/2/2021
Lewis, Kyle	Varies	Varies	Fire	Varies	E	1/1/2021	6/31/2021
Polk, Austin	Varies	Varies	CPR	Varies	A16	1/23/2021	4/30/2021
Richards, Sally	20392	CSP 0260C 071	Esthetics Specialist	8.67 (OC*)	B8	3/1/2021	5/3/2021
Roberts, Oliva	Varies	Varies	LEO Advanced Training	n/a	E	3/15/2021	4/2/2021
Rodgers, Miranda	20048	NUR 4655-011	Nursing in Diverse Cultures	3	A8	1/29/2021	2/19/2021
Rodgers, Miranda	20049	NUR 4655-012	Nursing in Diverse Cultures	3	A8	1/29/2021	2/19/2021
Sikes, Cynthia	Varies	Varies	LEO Advanced Training	n/a	E	3/15/2021	4/2/2021
Williams, JT	Varies	Varies	LEO Advanced Training	n/a	E	3/15/2021	4/2/2021

\*OC = Occupational Credit

## **REAPPOINTMENT OF INSTRUCTIONAL PERSONNEL:**

### **I. Instructional Personnel on Annual Contract**

Adler, Steven	Denson, Japera	Love, Patricia
Agyare, Stephen	Doidge, Tanya	Malizia, Stefan
Allen, Tina	Durrance, Michael	Mimbs, Timothy
Avery, Carrie	Elman, Alexander	Noffsinger, William
Bargar, Janet	Esona, Sona	Parrish, Destiney
Bass, Kathy	Espenship, Susan	Raulerson, Laura
Bowles, Jennifer	Evans, Jennifer	Redmond, Paula
Brown, Thomas	Havens, Shelby	Salazar, Yuracy
Chapuseaux, Samantha	Helfenberger, Janice	Siff, Todd
Clark, William L.	Jernigan, Brenda	Smith, Deborah
Co, Lisa	Johnson, Denise	Smith, William E.
Craig, John	Johnston, Sandra	Voutsinas, Paul
Cross, Dawn	Komer, Karen	Love, Patricia
Davis, Jackie		

### **II. Instructional Personnel First Time on Continuing Contract**

Clark, Christal	Douglas, Frederic	Shadle, Joseph
Davis, Melissa	Laramore, Cecelia	

### **III. Instructional Personnel now on Continuing Contract**

Aguilar, Sandra L.	Dees, Allyson C.	McLean, N. Carol
Akey-Meyerson, Maureen E.	Ganser, Joseph M.	McMahon, Sean H.
Appling, L. Troy	Givvines, James. W	Messenger, Ali
Baker, Michael M.	Gross, Denise A.	Mohan, Williema
Boice, Cheryl M.	Guzman, Juan	Mora-Medina, Pedro
Brown, Ann	Hawes, John B.	Pardo, Gabriel
Calcano, Sylvia M.	Hurner, David M.	Roberts, Kristeen M.
Carroll, Elizabeth	Kane, Mustapha	Rogers, Mary E.
Cobb, Elizabeth	Lombo, Doris E.	Smith, Frederick K.
Cuthbertson, Sharron L.		

### **IV. Instructional Personnel on Established part-time Contract**

None

**AGENDA ITEM: VI.C.**

**Routine Contracts and Agreements**

These contracts, agreements, and/or change orders reflect those which have been signed by the President or the Vice President for Business Services in accordance with Florida Gateway College Procedure 6Hx12:5-01.

***Routine Contracts and Agreements***  
**Board Date: April 15, 2021**

**Florida Gateway College Policy and Procedure Number 6Hx12:5-01 authorizes the President or designee to sign, on behalf of the Board, contracts/agreements the value of which does not exceed \$325,000 and construction contract Change Orders the value of which each individual Change Order shall not exceed \$65,000 or which does not increase the contact Guaranteed Maximum Price. As authorized by this policy/procedure, the President or designee has signed the following contracts, agreements, memorandums and construction change orders.**

- 1. Second Party:** Department of Veterans Affairs, Malcom Randall VAMC, Gainesville, FL  
**Narrative:** The College has entered into one or more Clinical Education Agreements or Memorandums of Agreement (MOA) with each of the health-related organizations and/or agencies listed above. These Agreements or MOA's allow FGC students enrolled in the Associate of Science in Nursing, Bachelor of Science in Nursing, Practical Nursing, Patient Care Assistant, Physical Therapist Assistant, Health Information Technology, Emergency Medical Services or Pharmacy Technology program to gain clinical laboratory experience at facilities operated by these organizations/agencies.  
**Cost:** None
  
- 2. Second Party:** CORA Physical Therapy - Jacksonville, FL  
**Narrative:** The College entered into an Agreement with CORA Physical Therapy to provide athletic trainer services and conditioning for the FGC athletic program.  
**Cost:** \$ 15,600.00

**AGENDA ITEM: VI.C.**

**Surplus Property**

The College requests Board approval to remove the attached list of equipment from the inventory and dispose of the property in accordance with Section 274.06, Florida Statutes.

**FLORIDA GATEWAY COLLEGE**  
**SURPLUS EQUIPMENT LIST**  
**APRIL, 2021**

	A	B	C	D	E
1	DECAL	DESCRIPTION	PURCHASE VALUE	PURCHASE DATE	CLASS CODE
2					
3	7599	White Facial Chair	675.00	01/19/00	1
4	7600	White Facial Chair	675.00	01/19/00	1
5	8627	Vapourel 2000 XP Skin Care Equipment	2,477.00	03/10/04	1
6	8855	Nue Skin Portable Microdermabrasion Machine	4,040.86	10/25/04	1
7	8958	Microdermabrasion Facial Machine	10,500.00	06/07/05	1
8	8961	Microdermabrasion Facial Machine	1,250.00	06/07/05	1
9	9635	VTI Vascutouch Facial Machine	4,528.76	07/31/07	1
10	9885	Microdermabrasion Facial Machine	16,500.00	03/26/08	1
11	9950	Microdermabrasion Facial Machine	10,500.00	06/25/08	1
12	10104	Skin Life Micro current Facial Machine	4,490.00	01/08/09	1
13	10453	Oxyvital Facial Oxygen Machine	5,581.00	06/14/10	1
14	10565	Skin Life Multifunction 9 N 1 Machine	1,249.00	02/28/11	1
15	10566	Skin Life Multifunction 9 N 1 Machine	1,249.00	02/28/11	1
16	11433	10 N 1 Skin Life Multifunction Esthetic's Machine	1,684.86	07/30/13	1
17	12693	Sens O2 Oxygen Machine	4,900.00	10/14/19	1
18					
19					
20					
21	<b>TOTAL</b>		<b>\$ 70,300.48</b>		
22					
23					
24					
25					
26					
27					
28					
29					
30	<b>1= OBSOLETE</b>				
31	<b>2=SALVAGE/USED FOR PARTS</b>				
32	<b>3=TOO COSTLY FOR REPAIRS</b>				
33	<b>4=SALVAGE NOT REPAIRABLE</b>				
34	<b>5=STOLEN (see attached report)</b>				
35	<b>6=TRADED (see attached form)</b>				
36	<b>7=TRANSFERRED TO ANOTHER AGENCY</b>				
37	<b>8=SURPLUS NOT COST EFFECTIVE TO MAINTAIN</b>				
38	<b>9=SURPLUS TO BE SOLD AND OR SOLD FOR PARTS</b>				
39	<b>10=NATIONAL RECALL</b>				
40	<b>11= OTHER</b>				
41					
42					
43					

## **AUTHORIZED LIST FOR DEFERMENT APPROVAL**

In accordance with Florida State Board of Education Rule 6A-14.054(11), and Florida Gateway College District Board of Trustees Policy/Procedure 6Hx12:05-13, when the College has written promise of payment from business, industry, government unit, non-profit organization, or civic organization, fees and charges for books and supplies may be deferred up to sixty (60) days, but not beyond ten (10) days before the end of the term as determined by the board of trustees. The College requests Board approval to add the following to those previously approved for deferment:

- School Board of Levy County

**BUSINESS, INDUSTRY, GOVERNMENT UNIT,  
NONPROFIT ORGANIZATION OR CIVIC ORGANIZATION  
PROMISE OF PAYMENT FOR DEFERMENT LIST**

School Board of Levy County

Revised 03/10/21

**AGENDA ITEM: VI.E**

**Approval of New Policy**

The College requests approval of a new **Information Technology Disaster Recovery Plan** Policy. (6Hx12:5-19) The purpose of this policy is to maintain a comprehensive IT disaster recovery plan for Florida Gateway College.

**FLORIDA GATEWAY COLLEGE**

**POLICY**

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**TITLE:** Information Technology Disaster Recovery Plan      **NUMBER:**

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**AUTHORITY:** District Board of Trustees      **Page:** 1 of 1

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**RESPONSIBILITY:** Vice President for Business Services

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**OTHER:**      **DATE:** See History below

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It is the policy of the District Board of Trustees to establish and maintain a comprehensive IT disaster recovery plan. The disaster recovery plan should cover all essential and critical infrastructure elements, systems, and networks required for key College activities. The disaster recovery plan should be periodically tested in a simulated environment to ensure that it can be implemented in emergency situations and that the management and staff understand how it is to be executed. The disaster recovery plan is to be kept up to date to take into account changing environments and circumstances.

**History:** Adopted:

**AGENDA ITEM: VI.F**

**Approval of Course Changes**

The College requests Board approval of the following course changes, which have been approved by the FGC Educational Affairs Committee and are being proposed to improve programs. Effective Date of implementation: Fall 2021

**Advanced Rehab Concepts in Physical Therapy (PHT 2220):** This proposes adding PHT 1801L (Physical Therapy Clinical Practice I) as a prerequisite for the course. This change will meet requirements by the Commission of Accreditation for Physical Therapy Education (CAPTE).

## **AGENDA ITEM: VI.G**

### **Approval of Program Changes**

The College requests Board approval of the following program changes, which have been approved by the FGC Educational Affairs Committee and are being proposed to improve programs. Effective date of implementation: Fall 2021

**Physical Therapist Assistant (PTAA):** This proposes changing the course sequence to meet requirements by the Commission of Accreditation for Physical Therapy Education (CAPTE). The credit hours remain at 74.

**AGENDA ITEM: VI.H.**

**2020-2021 ANNUAL EQUITY UPDATE**

The College requests approval of the 2020-2021 Annual Equity Report. Each year the College is required to submit a report documenting progress toward fulfilling goals of the Florida Education Equity Act.

# 2020-2021 Annual Equity Update



## FLORIDA EDUCATIONAL EQUITY ACT REPORT



Florida Gateway College

## College Annual Equity Update 2020-2021

### Template for Submission

**Deadline: April 30, 2021**

#### **Submission Information**

Equity Officer: **Sharon Best**

Email: **Sharon.best@fgc.edu**

Phone: **386-754-4313**

Date: **04/07/2021**



Division of Florida Colleges  
325 W. Gaines Street, Suite 1244  
Tallahassee, Florida 32399-0400  
[FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org)  
850-245-0407

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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 the annual update.

- Section 1000.05, F.S., the “Florida Educational Equity Act”
- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Section 1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity

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 and embedded in the template 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 improvement identified in analyses.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2021. The update should be submitted by email to [FCSInfo@fldoe.org](mailto:FCSInfo@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.

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 areas where the college has achieved or exceeded its goals or in areas where there is incomplete or missing information.

For the 2020-21 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)***

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

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### Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection: Yes**  
If yes, provide the following applicable updates.

A list of persons, by title and organizational location, involved in the development of the plan.

**Response:** Ms. Sharon Best, Executive Director of Human Resources and Equity Officer; Dr. Brian Dopson, Vice President of Academic Affairs; Dr. Paula Gavin, Dean of Academic Affairs and Baccalaureate Liaison; Ms. Sandi Tomlinson, Associate Dean of Student Affairs; Ms. Kacey Schrader, Associate Dean of Enrollment Management; Ms. Rebecca Golden, Director of Athletics; Ms. Cassandra Buckles, Associate Director of Human Resources; Ms. Christine Boatright, Associate Dean of Libraries & Institutional Effectiveness; and Ms. Alana Brady, Director of Testing & Accessibility Services

A description of the participation of any advisory groups or persons.

**Response:** Click here to enter text.

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***Review of Part I: Description of Plan Development***  
***(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college change the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

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### Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A) Has the governing board updated the college's approved and adopted policy of nondiscrimination?  
**Make a selection: No** If yes, provide the following applicable updates.

**Date of revision:** Click here to enter text.

**Description of the revision:** Click here to enter text.

**Web link(s) to document the revision:** Click here to enter text.

B) Has the college updated the procedures used to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? **Make a selection: No** If yes, provide updated information.

**Response:** Click here to enter text.

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.

**Name/title:** Click here to enter text.

**Phone number:** Click here to enter text.

**Address:** Click here to enter text.

**Email address:** Click here to enter text.

Is this contact's information available in the regular notice of nondiscrimination?

**Make a selection:** Select one.

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: No** If yes, provide the following applicable updates.

**Date of revision:** Click here to enter text.

**Description of the revision:** Click here to enter text.

**Web link(s) to document the revision:** Click here to enter text.

E) Grievance procedures should address the following, at a minimum, as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements.

1) Notifications of these procedures are placed in prominent and common information sources.

**Make a selection: Yes**

2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**

3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

If no, provide the college's plan for compliance.

**Response:** Click here to enter text.

F) Have there been any revisions to nondiscrimination policies or procedures pertaining to:

Title IX?	<b>No</b>
Title II?	<b>No</b>
Section 504?	<b>No</b>
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	<b>No</b>

Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No
Other policies or procedures related to civil rights or nondiscrimination?	No

If yes, address the following for any identified policies or procedures.

**Name of the policy and/or procedure(s):** [Click here to enter text.](#)

**Date of revision:** [Click here to enter text.](#)

**Description of the revision:** [Click here to enter text.](#)

**Web link(s) to document the revision:** [Click here to enter text.](#)

***Review of Part II: Policies and Procedures that Prohibit Discrimination  
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		

Requirement	Response	Comments	Action
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.	Select one.		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

### 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.

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	EAM Goals for Fall 2021
Black Female	10.6	7.1 (1)	6.3 (1)	1	Yes	1
Black Male	4.7	0	0	1	No	1

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	EAM Goals for Fall 2021
Hispanic Female	4.2	0	0	1	No	1
Hispanic Male	2.4	7.1 (1)	6.3 (1)	1	Yes	1
Other Minorities Female	2.4	0	0	0	Yes	0
Other Minorities Male	1.6	0	0	0	Yes	0
White Female	48.2	35.7 (5)	43.8 (7)	5	Yes	5
White Male	26.3	50.0 (7)	43.8 (7)	5	Yes	5
Total Female	65.1	42.9 (6)	50.0 (8)	7	Yes	7
Total Male	34.9	57.1 (8)	50.0 (8)	7	Yes	7

*Note.* Numbers (presented in parentheses), rather than percentages, are used for goals given the small number of EAM positions at Florida Gateway College.

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** In the last few years, FGC has been successful in retaining its leadership talent, and as a result, there has been very little turnover in EAM positions. When a new position becomes available the college continues to offer equal opportunities for qualified minorities by utilizing a diverse college selections committee which review applicants. This College strives, and maintains a high success rate, in balancing search committees based on gender, ethnicity, race, position level, and departmental affiliation. For instance, we ask that all search committees strive to have representation from student services, career services, faculty, and administration, wherever possible. In 2020, The College met its goal for black female and Hispanic male representation among EAM positions. However, EAM staff during 2019-2020 experienced no turnover. Although the college has maintained its commitment and efforts to increase EAM diversity, significant change will take time. We are encouraged that a recent opening in our financial aid directorship(2021) was filled by a minority male. In this past year, we have advertised in the Baker County Press, the Dixie County Advocate, the Gilchrist Journal, the Union County Times, the Lake City Reporter, the Gainesville Sun, the FL Times Union (Jax), HigherEdJobs, Zip Recruiter, Recruitology, & Indeed. Indeed, Zip Recruiter, and HigherEdJobs all provide national access to our listings. Recruitment efforts in the future will continue to focus on recruitment of black males, Hispanic females, and other minorities, both male and female.

#### ***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.

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	INST Goals for Fall 2021
Black Female	10.6	4.7 (3)	4.1 (3)	6	No	3
Black Male	4.7	3.1 (2)	5.5 (4)	3	Yes	3
Hispanic Female	4.2	3.1 (2)	4.1 (3)	2	Yes	3
Hispanic Male	2.4	4.7 (3)	4.1 (3)	3	Yes	3
Other Minorities Female	2.1	1.6 (1)	2.7 (2)	1	Yes	1
Other Minorities Male	1.6	0	0	1	No	1
White Female	48.2	50.0 (32)	50.7 (37)	33	Yes	35
White Male	26.3	32.8 (21)	28.8 (21)	19	Yes	20
Total Female	65.1	59.4 (38)	61.6 (45)	42	Yes	43
Total Male	34.9	40.6 (26)	38.4 (28)	26	Yes	27

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

**Response:** The College continues to use a variety of recruitment strategies to attract diversity among its full-time instructional staff. The College continues to advertise via HigherEdJobs and Indeed in order to reach a broader audience of potential applicants, while also advertising in industry-related publications and recruiting staff from other colleges with large minority student populations. The College met its stated goals in all categories except in the percentage of black females and other minority males. The number of black female instructors stayed the same from fall 2019- fall 2020. The college had a larger percentage of black male employees than is represented in the student population (5.5 and 4.7 respectively), and a larger number of Hispanic male instructors than we have represented in the student population (4.1 and 2.4 respectively).

#### ***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.

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST-CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021
Black Female	10.6	0	0	1	No	1
Black Male	4.7	3.7 (1)	4.0 (1)	1	Yes	1
Hispanic Female	4.2	7.4 (2)	8.0 (2)	2	Yes	2
Hispanic Male	2.4	7.4 (2)	8.0 (2)	2	Yes	2
Other Minorities Female	2.1	3.7 (1)	4.0 (1)	1	Yes	1
Other Minorities Male	1.6	0	0	0	Yes	1

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST-CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021
White Female	48.2	44.4 (12)	44.0 (11)	13	No	12
White Male	26.3	33.3 (9)	32.0 (8)	9	No	8
Total Female	65.1	55.6 (15)	56.0 (14)	17	No	15
Total Male	34.9	44.4 (12)	44.0 (11)	12	No	11

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

**Response:** The strategies mentioned previously for increasing faculty diversity will help build a diverse pool of faculty who will eventually be eligible for continuing contracts. The College continues to meet its goals for black male, Hispanic males and females, and other minorities, both male and female. The College did not meet its goal for black female instructors. The College will continue its current faculty recruitment initiatives. It should be noted that the number of females and males who are eligible for continuing contract this year (2021), and who applied for continuing contract, are more in line with the stated goals. We have three female instructors being recommended for continuing contract (60%), and two male instructors being recommended for continuing contract (40%). We are making effort to inform the faculty of their progress, the responsibilities involved in applying for continuing contract, and of their current needs for improving their chances to secure continuing contract. Each year, our associate dean of academic affairs, meets with all faculty who are progressing toward continuing contract, and he outlines the requirements, the indicators, and the resources available for securing continuing contract. We have developed a personal folder on our W Drive that allows for all faculty to continuously place documentation there to support their application for continuing contract. This year, all five applicants for continuing contract are being brought forward for consideration by the Board (100%).

#### New Barriers (Optional)

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

**Response:** Click here to enter text.

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***Review of Part III (A): 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:	-	-	-

Requirement	Response	Comments	Action
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 the recruitment and retention of females and/or minorities?	Select one.		

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#### 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:** Executive, Administrative and Professional staff are evaluated on employment equity accountability, which measures their efforts to meet the college's accountability goals. All personnel in these classes are evaluated annually. All personnel were evaluated satisfactory or above in their support of meeting the college's accountability goals for equity and diversity. If an employee falls below expectations they may be required to complete and follow a performance improvement plan to correct and improve their actions to align with the college's mission for employment equity accountability.

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 is done on an annual basis by the Board of Trustees. The president is evaluated on accountability standards, including, but not limited to, progress towards State of Florida equity objectives. The president received an excellent rating in recommending the hiring of individuals who emphasize EA/EO standards and goals of the State of Florida.

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

**Response:** May 2020

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#### ***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?	Select one.		

Requirement	Response	Comments	Action
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.

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:** College policy 6HX12:6-20 (Recruitment and Selection of College Employees ) requires “All permanent positions externally advertised will be processed through the use of a selection committee. The committee composition will be balanced in gender and ethnicity and be comprised of no fewer than three members. The supervisor will submit a list of selection committee members to Human Resources for Presidential approval.”

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

**Response:** All full-time faculty who work at the college are hired into tenure-track positions. When faculty are hired, they are asked to go through a new-employees orientation that orients them to the general expectations of the college. They must complete the orientation within their first year of employment. At FGC, faculty are notified in the faculty handbook and via an annual meeting with the Associate Dean of Academic Affairs that they are required to keep a portfolio with documentation in the three main areas of faculty responsibility: 1)Teaching, 2) Professional Development, and 3) Service to the College and Community. Faculty are provided individual W drive folders where they keep documentation evidencing performance in the three main areas. Each of their first five years, faculty are required to complete an annual evaluation. Within the evaluation instrument are discreet items covering all the major expectations/requirements for a faculty member to achieve continuing contract. Faculty complete the evaluation instrument sometime between October and January. Typically, evaluations are turned in to their supervisors prior to the end of the fall term. On each item

within the evaluation, faculty can choose to attach support for the stated requirement. For instance, for an item requiring faculty communication with students, the faculty member might attach an assignment/test calendar that students use to ensure they are successful. The faculty member could also attach a communication directly with the student evidencing solid communication practice. The faculty member is apprised each year of their progress by their supervisor, and provided feedback in cases where they need to strengthen their evaluation. The instrument rating is from 1-4, with a rating of 4 as the strongest. Any rating of 1 or 2 indicates that the faculty member is not achieving at the expected minimum. Faculty receive an overall rating each year that represents the entire summation of their performance that year. Faculty can ask questions, clarify lower scores, ask for recommendations on ways to strengthen the evaluation evidence, or meet with their supervisor throughout the year to ensure they are progressing adequately. In the fourth year, a faculty member applies to a committee by submitting their five annual evaluations for review of the attachments and evidence of their effectiveness. The committee is comprised of faculty from various areas within the college who have been awarded continuing contract. The committee utilizes a rubric to score each candidate. All candidates are required to have an average score of 3 to be recommended for continuing contract. The committee's ratings are submitted to the Vice President of Academic Affairs, who then reviews and forwards the recommendations to the President. The President of the college reviews and then makes a recommendation to the Board of Trustees. The Board considers and votes on the recommendations by April of each year.

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

**Response:** Each supervisor meets annually with all faculty members who are on annual contract and who are pursuing continuing contract. At the meeting, our evaluation instrument is used to provide feedback for the faculty members. All faculty who apply for continuing contract have had five evaluations completed and have had at least five years to address any concerns/deficiencies noted in their annual evaluations. The evaluation is an instrument that covers three primary areas, and within each of the areas, specific items are listed that allow for comment, feedback, and attachment of evidence to support the performance rating of the faculty. The annual evaluation instrument also provides an opportunity for the faculty and the supervisor to rate each discreet performance item within the evaluation. There is a comment section on each item that allows for both the supervisor and faculty member to address concerns, clarify or support the rating, or to make general comments that each feels are appropriate.

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:** The college's budget is reviewed and approved annually. The Executive Director of Human Resources meets with the VP of Business Services to discuss and address the budget and funds needed annually to advertise for and recruit talented and diverse applicants. Those plans are then reviewed and approved by the President. Funds are also set aside for professional development and to promote preparation for advancement in our currently diverse workforce.

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	Admin	1	115,000	29	49,875-234,000
Row 2	Instruction 164	10	40,000 – 60,000	58	40,000 – 69,310
Row 3	Instruction 194	2	55,000 - 60,000	3	59,146 – 61,523
Row 4	Instruction 224	4	59,788 – 77,000	10	57,473 – 92,906
Row 5	Career Service 108N	2	25,769 – 44,770	7	25,769 – 41,184
Row 6	Career Service 109N	1	27,057 – 47,010	13	28,139 – 45,942
Row 7	Career Service 111N	1	29,831 – 51,827	3	29,831 – 34,144
Row 8	Career Service 112N	11	31,322 – 54,419	12	31,322 – 42,230

\*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2019, and October 31, 2020, 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, 2019.

***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?	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.		
Has the college developed a budgetary incentive plan to support and ensure	Select one.		

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?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

#### Part IV. Strategies to Overcome Underrepresentation of Students

##### Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2019-20 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	23.1%	No (20.7%)	23.1%	16.2%	No (15.3%)	16.2%
Hispanic	8.6%	Yes ( 8.9%)	8.6%	6.9%	No ( 6.6%)	6.9%
Other Minorities	4.1%	Yes ( 4.4%)	4.3%	4.5%	No ( 3.7%)	4.5%
White	64.2%	No (65.9%)	64.0%	72.4%	No (74.4%)	72.4%
Female	55.0%	No (56.4%)	55.0%	63.0%	No (65.1%)	63.0%
Male	45.0%	No (43.6%)	45.0%	37.0%	No (34.9%)	37.0%
LEP	NA	NA	NA	NA	NA	NA
DIS	2.5%	No ( 0.9%)	2.5%	3.0%	No ( 2.8%)	3.0%

**Table note:** The College seeks to increase minority and male student representation; therefore, the goals for White and Female students are considered to be met if they are at or below the target goal.

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student enrollments from underrepresented groups.

##### Response:

The gender gap for FTIC and overall enrollment in AA, AS/AAS, and Baccalaureate degrees continues to exist and this disparity has slightly increased over the last two years. The FTIC enrollment for Black students has decreased from 22.1% in 2018 – 2019, and then to 20.7% in 2019 - 2020, however, there was a slight 0.1% increase in overall Black male enrollment while Black female enrollment remained steady. There was a more significant increase in FTIC and overall Hispanic student enrollment from 7.6% to 8.9% in one year for FTIC. The total enrollment for Hispanic students increased by 1.3%. The other minority group showed a rebound from previous years with a 0.3% increase from last year. Looking at student enrollment goals for 2019 – 2020, most goals were not met except for the FTIC Hispanic and

other minority groups. In both instances, the FTIC enrollment goal exceeded by 0.3% of the intended goal. As all enrollments were within 2% of the stated goals, except for FTIC Black, one could conclude that the recruitment efforts targeting specific minority groups have been improving the enrollments. The disparity in gender enrollments remains but the gap was a manageable 1.4%. The College has continued implementing initiatives to increase student enrollment from underrepresented groups. These initiatives include:

- We invite all of our high schools in our service district to bring students to our college site for a day of introducing and educating their students about our programs. FGC covers the cost of transportation and provides the students with a simulated experience of what it's like to be an FGC student. Specifically, we have an organized welcome for students when they arrive, we provide each student with information and memorabilia items such as pens, paper, cupholders, etc, and then we tour students through four programs preselected as programs of interest by the student(e.g. welding, HVAC, EMS, Nursing, Physical Therapy, etc.). While the students are on campus, we collect the students' information and interests, and then communicate with them regarding the enrollment process sometime later in the term after they visit us. We try to complete two visits in the fall and two visits in the spring, but the pandemic has limited us to less recently. These on-campus visits provide all students with an opportunity to explore academic areas of the college in a live setting.
- The College hosted drive-in movie experiences on campus. This was open to all of our students, and also open to the community. It's a way for prospective students to visit us and gain some comfort in being on campus and interacting with faculty and staff at the college. At these events, we set up a giant movie screen in the parking lot, beam the movie onto the screen, and of course, we provide sound. We also have popcorn and refreshments for those who attend. We have college recruiters there and we try to make the event a low-key, positive interaction for those who visit. Events like this have helped FGC increase enrollment over the years, especially prior to the pandemic.
- The College hosted a holiday event where we provided music, lights, and vendors for our community to bring their children and family members. We had several hundred community members attend the event (complete with all the precautions required in the time of COVID). The event was held in the parking lot of the Media Center, and many young children and teens came to the College and interacted with faculty and staff. We view these as positive steps toward reaching our community, and educating them on who we are as a college. It also provides us an opportunity to demonstrate interest in ALL of our community by opening wide the invitation and allowing for an informal and relaxed introduction to the college.
- The College periodically sends out a full saturation mailing that goes to every household in the service area. These fliers/cards focus on financial aid, program information, or other important aspects of the college that enable us to communicate with many potential students. We see this as a way to directly reach underserved and underrepresented students who may be too busy, too distant, or not able to access our information through more direct means.
- Our financial aid staff visit the local high schools and conduct information seminars and work individually with students/community members from those particular schools to orient them to

complete the FAFSA. Our staff do both daytime and nighttime visits to ensure that all community members know of the financial information and have a chance to participate.

- This past year we overhauled the entire college website in an attempt to make information more accessible, more student friendly, and more appealing to all students and community members within our service area. Special attention is given to ensuring that images on our website (and other publications/materials) are representative varied ages, ethnicities, races, gender, etc.
- The College produces and secures print ads for our various programs in high school yearbooks, we advertise in the local newspapers and information bulletins, and local publications like The Lake City Family Magazine. We subscribe to Google ads to ensure that all students and community members have an opportunity to know of the programs and services that the college provides.
- One-stop days are events where we educate the student/community member through the entire enrollment process in one location on one day. The event is a drop-in event, and we send out invitations via snail mail, advertise on Facebook, and we send out information to all of our current students about these events. These events allow the student and their parent/guardian/significant other to come to the college on one day, get admitted, get registered, apply for financial aid, and have a schedule of classes when they leave the event. This helps inform and involve community members, and ensures that the student has the support they need from start to finish to register for courses here.
- We do not charge an application fee at Florida Gateway College in an effort to positively impact as many students as possible.
- We continue to honor articulation agreements with Bethune-Cookman University and Florida A&M University, and we are interested in promoting other articulation agreements that promote diverse and broadly appealing options for our transfer students. We also promote these articulations to our students via our website.

New methods and strategies, if applicable.

**Response:**

To increase African-American FTIC enrollment, FGC will begin the Second Initiative First Impressions (SiFi) program in Fall 2021. In conjunction with the current recruitment initiatives, SiFi specifically targets minorities, underserved, underprivileged and students needing accessibility services. Program sponsors visit local high schools, where they provide a meal and presentation on FGC and the SiFi program. The program will serve up to 50 students, who will attend classes together, attend workshop trainings, perform community service, tour universities and engage in other specialized programs.

Courses have been developed that focus on diversity and inclusion within the subject matter, and will satisfy some general education requirements. These courses are African-American History, African-American Humanities, and Introduction to African-American Literature. Instructors are currently developing these courses with an outside consultant, and they will be offered beginning fall term 2021.

With the development of these courses, FGC hopes to increase black student enrollment. If this proves a success, FGC may extend this project to include courses focusing on the Hispanic culture.

In all CTE programs, student recruitment will target minority students, students from low socioeconomic status households, and men, as these groups are often underrepresented in these programs. Beginning in fall 2019, the academic program review process, overseen by the Department of Institutional Effectiveness and Assessment, requires program faculty to outline the steps that are being taken to recruit students who are underrepresented in higher education in general, and the program in particular. This creates increased accountability for diversity improvement efforts and encourages program faculty to create new initiatives for attracting underrepresented students.

As part of the College's Comprehensive Local Needs Assessment (CLNA), the College gathered student enrollment and completion data for all career and technical education programs. These data were broken out by demographic subgroups, including race, gender, and disability. In conjunction with the Perkins V application process, the College will review this information to determine where additional recruitment and student support efforts are required to provide greater access to students from underrepresented populations.

### **Student Completions**

This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

A.A. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	10.0%	No ( 9.8%)	10.0%
Hispanic	7.0%	No ( 5.6%)	7.0%
Other Minorities	4.7%	No ( 4.2%)	4.7%
White	78.3%	No (80.4%)	78.3%
Female	65.5%	No (71.1%)	65.0%
Male	34.5%	No (28.9%)	35.0%
LEP	NA	NA	NA
DIS	4.2%	No ( 2.9%)	4.5%
A.S./A.A.S. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	15.0%	No (13.5%)	15.0%
Hispanic	7.0%	No ( 4.1%)	6.5%
Other Minorities	3.5%	Yes ( 4.7%)	5.0%
White	74.5%	No (77.6%)	73.5%
Female	60.7%	No (75.3%)	65.0%
Male	39.3%	No (24.7%)	35.0%
LEP	NA	NA	NA
DIS	3.5%	Yes ( 4.7%)	5.0%
Certificates	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	19.3%	No (13.9%)	20.0%
Hispanic	7.3%	Yes ( 9.23%)	8.0%
Other Minorities	3.7%	No (3.2%)	4.0%
White	69.7%	No (73.7%)	68.0%
Female	46.2%	Yes (47.1%)	47.0%
Male	53.8%	* No (52.9%)	53.0%
LEP	NA	NA	NA
DIS	2.1%	No ( 1.5%)	2.5%
Baccalaureate Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	13.5%	Yes (13.6%)	14.0%
Hispanic	3.0%	No ( 1.5%)	2.5%
Other Minorities	2.0%	* No ( 1.5%)	2.0%
White	81.5%	No (83.3%)	81.5%
Female	78.0%	No (83.3%)	78.0%
Male	22.0%	No (16.7%)	22.0%
LEP	NA	NA	NA
DIS	1.0%	Yes (4.5%)	5.0%

**Table note:** The College seeks to increase minority and male degree program completers. The goals for White and Female students are considered to be met if they are at or below the target goals for associate and baccalaureate degrees. As females are slightly underrepresented in certificate programs, particularly those in which females tend to be considered “non-traditional”, goal achievement is met by being at or near the set goal.

\* goal effectively met (statistically insignificant difference)

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups.

**Response:**

Goals were not met for Black students for the A.A., A.S., and certificate programs, however, the goal was met for the Baccalaureate degree. The College did realize an increase in the previous year's completion rate in all degrees except certificates. Most notable would be the 4.5% increase in A.S./A.A.S. degree completions for our Black students. Of major concern is the lack of completion for the Baccalaureate degree for our Black male students. On the opposite end were the Hispanic completions with the only increase being for the Certificate programs. FGC did meet its goal for this population in Certificates, but did not meet the goal in all other degrees. The goal for all other minorities in A.S./A.A.S. degrees were met, however, this was not the case for the other degree goals. The actual completions for the A.S./A.A.S. and Baccalaureate degrees for all other minorities did show increases from the 2018 – 2019 year.

The College utilizes several strategies to increase completion rates across student groups. The division of Enrollment Management and Student Affairs provides programming to increase appreciation of diversity and to make students from all backgrounds feel welcomed at the College. Diversity awareness training is offered annually for interested students. Events promoting diversity and multicultural appreciation are offered throughout the year. These include Hispanic Heritage Day, Native American Heritage Day, a Black History Festival, a Black History Artist Guild, and a Multicultural Spring Fling. At these events, we incorporate work from students' assignments/projects in classroom settings. For instance, at Black History Month proclamation, we had a drama student interpret a reading from Martin Luther King, a music student sang "A Change is Gonna Come" by Sam Cooke, and still another student read a poem from Langston Hughes. At each event, we hope to involve our students in some capacity, and to allow them to lead aspects of the events so that what is produced represents voices from various age groups, varying perspectives, and varying talents.

We believe these events provide voice, perspective, and challenge to our student body, college community, and broader community to be effective in recognizing the contributions, history, accomplishments, and challenges of all of our student body.

Various areas within the college are effecting positive change as well. For instance, in our Nursing and Health Sciences programs, the Executive Director proposed to the President of the College a pilot program whereby a female faculty member assumed the role of Diversity and Inclusion representative for the students within the program. This faculty member provides a more accessible way for students to express issues concerning race, religion, ethnicity, gender issues with community, students, or the college, and have those concerns addressed in a more

informal and low-key way. The thought is that some students may be interested in solving problems and having their concerns addressed, but are not comfortable coming to administrative personnel. The DEI pilot involves a faculty member operating in the role with release time. Because testing and other measures often determine decisions of whether a student remains in a licensure program, the college felt strongly that having an accessible and non-administrative mentor might be the best approach to ensuring students of all backgrounds feel comfortable in expressing any concerns or questions they have about our academic processes.

New methods and strategies, if applicable.

**Response:** Several academic areas will initiate strategies to improve completion rates of students from underrepresented groups. These areas will increase the cultural awareness training provided to students, faculty, and staff in fall 2021. The College gathered completion data as part of its Comprehensive Local Needs Assessment (CLNA), discussed in the next section. College leaders will evaluate this data to identify programs where underrepresented minority students are not completing at the same rate as their counterparts. If needed, a committee will be assembled to gather additional information about student needs in these programs.

FGC's Student Success Center (SSC) is a stand-alone, multi-purpose, learning/success center housing Student Success services, Tutoring, and TRIO Student Support Program. The Center is available to all FGC students. The Student Success Center supports students, faculty, and staff with a multitude of resources including college placement testing preparation, assistance with navigating college software programs for student courses, or clarification with assignment instructions. The SSC provides textbook access and tutoring for most courses while promoting independent learning. The Student Success Center is proactively recruiting tutors from diverse population through an outreach to instructors. FGC has developed guided pathways for all of its programs. We plan to implement those guided pathways in the fall term of 2021. Guided Pathways provide detailed course sequencing and term-by-term guidance on what students should be completing outside of their coursework(graduation application, application to a transfer institution, etc). Guided Pathways have been found to raise overall success rates because they take the mystery out of the process. Having specific guidance for FTIC students, and especially those who are First Generation college students, may help students stay focused, complete at higher rates, and graduate in higher percentages and on-time. FGC plans to purchase a software that will allow for the integration of the guided pathways, but more importantly, will provide a direct contact to students via mobile devices that will remind students of deadlines, integrate GradesFirst communications(a software that provides academic alerts when students are underperforming or not attending their classes), and provide automated communications to students that will ensure that they are visiting their advisors, communicating with their faculty members, and preparing for successful transitions by registering on-time, utilizing the proper course sequencing, and ensuring they have a way to stay connected through the most ubiquitous communication tool we have in 2021: The cell phone.

### **Student Success in Targeted Programs**

The college's plan for 2019-20 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

The college is providing updates: **Yes** If no, provide:

An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.

**Response:** Click here to enter text.

New methods and strategies, if applicable.

**Response:**

The college has implemented several initiatives to increase student success from underrepresented groups. These initiatives include: Creation of Inclusion + Intersectionality in the Classroom Professional Learning Community for faculty members: Mission Statement/Purpose: "This group will explore, draft, and implement tangible means of fostering curriculum and instruction in the classroom that benefits all learners in terms of diversity, inclusion, and intersectionality. This group will be composed of a diverse faculty body and will be faculty-led. There will be no cost to the College. In bi-monthly or quarterly meetings, PLC members will meet to discuss topics, readings, and brainstorm activities they will implement in their classrooms to promote intersectionality in their pedagogy. This group will meet and discuss matters of diversity and inclusion, but is primarily focused on creating and implementing changes in these areas to enhance student learning and success via course curriculum and pedagogy." This group meets every other month; topics have varied from discussing race in the classroom to leading difficult discussions, as well as creating effective discussion boards for charged topics.

Three faculty members presented on "Examining the Inclusive Classroom" during Fall 2020's Welcome Back Week (professional development week for faculty and staff). This presentation defined terms like inclusion, intersectionality, and unconscious bias, as well as served as a discussion/brainstorming space for instructors to consider the inclusive nature of their own courses and teaching styles.

The English department's mandatory departmental essay for the 2020-2021 academic year has students reading two essays on confronting stereotypes and the country's equity debate. Students must read both essays and evaluate which is the most effective piece of writing. Within our Allied Health and Nursing department, students have a Diversity, Equity and Inclusion (DEI) Advocate to assist them with their self-reported needs and to monitor our various practices in recruitment, admission, progression, and completion within the Department related to diversity, equity and inclusion.

Technology and virtual meetings (Zoom, Teams) are utilized to try to reach those students who need help and can't come to campus for various reasons, and Late Night at the Library (in person) staffed by mathematics faculty and tutors will resume this semester to help students prepare for the finals. A new tutor with upper-level mathematics experience has been hired. This will help those students succeed in the course and stay on track towards their degree/transfer to university.

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***Review of Part IV: Strategies to Overcome Underrepresentation of Students***  
***(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

## Part V. 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. Please indicate "0" for the number of students if no substitutions were granted.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	1	STA 2023	MGF 1106	MATH
Orthopedic Impairment				
Speech/Language Impairment				
Emotional or Behavioral Disability	1	DIG 2000C	GRA 1117C	Digital Media
		REQ Elective	CGS 1570	Elective/Computer Applications

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Autism Spectrum Disorder	1	1 Humanities	ARH 2050	Humanities
Traumatic Brain Injury				
Other Health Impairment				

How many requests for course substitutions were made and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.) Please indicate "0" if no substitutions were requested or granted.

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2019	2	2
Spring 2020	1	1
Summer 2020	0	0
Total	3	3

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

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

## Part VI. Gender Equity in Athletics

The college offers athletic programs: **Yes** If no, move to the next section. If yes, complete this section.

### Assessment of Athletic Programs

Section 1006.71, F.S., Gender equity in intercollegiate athletics, is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs shall develop a gender equity plan pursuant to section 1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings and funds allocated for administration, recruitment, comparable coaching, publicity and promotion and other support costs. An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished.

For this part, provide the college's latest Equity in Athletics Disclosure Act (EADA) Survey Federal Report as an appendix.

### Data Assessment

Section 1006.71, F.S., requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics.

Provide updates or new information related to sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity. If the college is not in compliance with Title IX, updates must be included in the college's Corrective Action Plan of this report.

**Florida Gateway College completed its third year of athletics in 2019-2020. As a small school with small teams, managing gender equity is a challenge. Like many colleges, FGC has a significantly larger female population than male. The college has made adjustments to the offered sports each of the three years to achieve gender equity. We currently have Men's Basketball, Women's Volleyball, and Women's Cross-Country. Men's Golf was included the first two years of the program, but was not continued in 2019-2020 due to changes in student interest, with a by-product of being able to adjust our proportionality close in range to our student population.**

**Gender Equity - Florida Gateway College hopes to improve our gender equity in athletics by increasing the number of available spots on our Women's cross country team in Fall 2021. Our experience in cross country has shown that a deeper roster is required to compete at both the regional and national level. Injuries have limited our roster in the past, but an expanded roster of 10 would preclude this from happening in the future. Improved management of the current scholarship budget will allow us to grow our current roster.**

**Florida Gateway College plans at this time to field a coed Esports team in the Fall of 2021. The school is in the implementation process for this program. An Esports arena is under**

**construction and equipment has been ordered. A head coach for the team has been hired, and preparations for athlete recruitment and scholarships are underway.**

**The college will re-evaluate the student population in Fall 2021 to see if adding to the cross country roster will allow us to meet substantial proportionality. If it does not, the college will consider adding an additional women's sport.**

### Compliance with Title IX

Using athletic participation data from the latest EADA Survey Federal Report, complete the following table to determine gender equity based on participation rates.

**Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2018, through June 30, 2019, and July 1, 2019, through June 30, 2020**

	2018-19			2019-20			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	16	19	35	Total Number of Athletes	12	16	28
Percent of Athletes by Gender	45.7	54.3	100	Percent of Athletes by Gender	43%	57%	100%
Total Number of Enrollments	404	675	1076	Total Number of Enrollments	345	668	1013
Percent of Enrollments by Gender	37.5	62.5	100	Percent of Enrollments by Gender	34%	66%	100%
Difference between the percent of athletes and the percent of students enrolled	+8.2	-8.2	0	Difference between the percent of athletes and the percent of students enrolled	+9	-9	0

### Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2018-19: No 2019-20: No**

Based on the participation rates of female athletes compared to female enrollments and based on the college's athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring the institution is in compliance with Title IX, Gender Equity in Athletics.

- Accommodation of interests and abilities
- Substantial proportionality
- History and practice of expansion of sports

### Corrective Action Plan

If the program is not in compliance, complete the Corrective Action Plan below and specify or update the plan to achieve compliance. Include completion dates for each method and strategy.

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
Substantial Proportionality	<p>We will open our NJCAAE sanctioned esports team in Fall 2021. The esports arena is under construction now, a coach has been hired, and the equipment has been ordered.</p> <p>We have expanded our Women's Cross Country roster size to 10 athletes in Fall 2021. This will bring FGC into substantial proportionality.</p>	<p>Rebecca Golden, Athletic Director  <a href="mailto:Rebecca.golden@fgc.edu">Rebecca.golden@fgc.edu</a>  (386) 754-4271</p>	<p>Esports implementation Fall 2021</p> <p>Women's Cross Country has expanded the roster size for Fall 2021 to 10 athletes.</p>

***Review of Part VI: Gender Equity in Athletics  
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2020?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		

Requirement	Response	Comments	Action
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

**Part VII. Signature Page**

**FLORIDA EDUCATIONAL EQUITY ACT  
2020-21 Annual EQUITY UPDATE REPORT  
*Signature Page***

**Florida Gateway College**

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.

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EQUITY OFFICER

DATE

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COLLEGE PRESIDENT

DATE

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CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE

This concludes the **2020-21 Annual Equity Update Report**, which must be submitted, as a Word document, to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org) by **April 30, 2021**. Colleges may attach additional files (PDF or Word) as appendices.

The Report on Athletic Program Participation Rates  
and  
Financial Support Data  
*EADA Report*

Florida Gateway College  
December 31, 2020

Any coeducational institution of higher education that participates in Title IV, the federal student aid program, and has an intercollegiate athletics program, must comply with the EADA by preparing an annual report, officially called The Report on Athletic Program Participation Rates and Financial Support Data; more commonly known as the EADA Report. The EADA Report must be published by October 15 each year and must be made available upon request to students, prospective students, and the public. A prospective student is defined as an individual who has contacted an eligible institution requesting information concerning admission to that institution.

### **Total Institutional Undergraduate Population by Gender**

Number of male and female full-time undergraduate students that attended the school

	Number	Percentage
Male	345	34%
Female	668	66%
TOTAL	1013	100%

### **Sports Teams and Participation by Gender**

Sport	Male	Female
Basketball	12	
Cross Country		6
Volleyball		10
TOTAL	12	16
Total Unduplicated Participants	12	16
Percentage	42.9%	57.1%
NOTES:		
Cross country includes three females who participated in the event of half marathon.		

### **Total Amount of Athletically Related Student Aid Awarded**

	Male	Female	Total
Percentage	\$24,000	\$34,500	\$58,500
	41%	59%	100%

### **Total Expenses Incurred**

	Male	Female	Total
Percentage	\$74,136	\$88,574	\$162,710
	45.6%	54.4%	100%

### **Total Revenues**

	Male	Female	Total
Percentage	\$74,136	\$88,574	\$162,710
	45.6%	54.4%	100%

### **Total Expenses By Team**

	Male	Female	Total
Basketball	\$74,136		
Cross Country		\$19,232	
Volleyball		\$69,342	
TOTAL	\$74,136	\$88,574	\$162,710
Percentage	45.6%	54.4%	100%

### **Total Revenues By Team**

	Male	Female	Total
Basketball	\$74,136		
Cross Country		\$19,232	
Softball		\$69,342	
TOTAL	\$74,136	\$88,574	\$162,710
Percentage	45.6%	54.4%	100%

### Head Coaches - Men's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Basketball		1	1					
TOTAL		1	1					
*								

### Head Coaches - Women's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Cross Country						1		1
Volleyball		1	1					
TOTAL		1	1			1		

\*- the same individual coached both the cross country and track and field teams

### Head Coaches Salaries

	Men's Teams	Women's Teams
Average salary	\$10,000	\$7,500
No. of coaches included	1	2
Average salary per FTE	\$44,144	\$68,492
No. of FTE included	.23	.22

### **Assistant Coaches - Men's Teams**

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Basketball		2		2				
TOTAL		2		2				

### **Assistant Coaches - Women's Teams**

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Cross Country		1		1				
Volleyball								
TOTAL		1		1				
NOTE:								

### **Assistant Coaches Salaries**

	Men's Teams	Women's Teams
Average salary	\$1,000	\$0
No. of coaches used to calculate the average salary	2	
No. of volunteer coaches		1
Average salary per FTE	\$16,000	
No. of FTE included	.06	

**AGENDA ITEM: VII.A.**

**Academic Affairs Report**

- A. General Information: Dr. Brian Dopson, Vice-President of Academic Affairs, will report on recent and upcoming events.

**AGENDA ITEM: VIII.A.**

**Enrollment Management & Student Affairs Report**

- A. General Information: Mr. Tony Cardenas, Vice-President of Enrollment Management and Student Affairs will report on recent and upcoming events.

**AGENDA ITEM: IX.A.**

**Business Services Report**

- A. General Information: Ms. Michelle Holloway, Vice-President of Business Services, will report on recent and upcoming events.

**AGENDA ITEM: IX.B.**

**Budget Amendment Number Six (6)  
Restricted Current Fund (Fund 2)  
Fiscal Year 2020-21**

The College requests approval of *Budget Amendment Number Six (6) to the Restricted Current Fund (Fund 2) for Fiscal Year 2020-2021*. This amendment recognizes revised award authorizations and new grants received in the 2020-21 fiscal year.

**BOARD OF TRUSTEES BUDGET AMENDMENT REQUEST  
FLORIDA GATEWAY COLLEGE**

Budget Amendment Request Number : Six

**Fund Name:** Rest X

**FISCAL YEAR:** 2020-2021

Be it resolved that the District Board of Trustees, Florida Gateway College, in meeting assembled, pursuant to Chapter 1011.30, Florida Statutes, and Rule 6A-14.0716(5)(a), Florida Administrative Code, hereby approve amendments to the community college for the fiscal year as follows:

**REASONS FOR BUDGET AMENDMENT:** Place an "X" by the applicable reason for amendment.

<b>Fund Nam</b>	<b>Fund #</b>	<b>Amount</b>	<b>Explanation</b>
-----------------	---------------	---------------	--------------------

**(1) CHANGE IN FUND BALANCE:**

**(2) OTHER: To recognize revised award authorizations and new grants received FY**  X

	<b>Current Budget</b>	<b>Increase</b>	<b>Decrease</b>	<b>Revised Budget</b>
Beginning Fund Balance	213,820.14	\$	\$	\$ 213,820.14
Budgeted Revenues		231,178.00	93,627.00	137,551.00
Budgeted Expenditures		500.00	500.00	-
Ending Fund Balanc	\$ 213,820.14	\$ 230,678.00	\$ 93,127.00	\$ 351,371.14
<b>Budgeted Fund Balance as % of Funds Available</b>				
				N/A

CERTIFIED AS

APPROVED BY

BOARD: \_\_\_\_\_

**BOARD APPROVAL DATE:**

President (as Secretary of the Board)

**DEPARTMENT OF EDUCATION**

CERTIFIED AS APPROVED BY

DEPARTMENT OF EDUCATION:

CHANCELLOR, FLORIDA COMMUNITY COLLEGE SYSTEM

**DATE:** \_\_\_\_\_

BY: \_\_\_\_\_

**AGENDA ITEM: IX.C.**

**Budget Amendment Number Six (6)  
Capital Outlay Plan for Unexpended Plant Fund (7) Budget  
Fiscal Year 2020-2021**

We are requesting approval of Fund 7 budget amendment Six (6) which has been revised so the report reflects actual revenue, revised budgeted expenditures, actual expenses, and updated projects through March 15, 2021.

**FLORIDA GATEWAY COLLEGE**  
**FISCAL YEAR 2020-2021**  
**CAPITAL OUTLAY PLAN FOR UNEXPENDED PLANT FUND (FUND 7)**  
As of March 15, 2021

	Local Funds	License Tag Fees	Capital Improvement Fee	PECO Funds	<i>Total</i> <i>Funds</i>
<b>A. Recapitulation by Source</b>					
Beginning Fund Balance	670,862.88	555,411.40	1,142,957.22	2,863,641.15	5,232,872.65
Plus: Revenues	1,500.00	1,290.00	295,379.88	6,148,625.00	6,446,794.88
Less: Expenditures	195,003.34	189,093.72	475,832.34	508,006.91	1,367,936.31
Ending Fund Balance	<b>477,359.54</b>	<b>367,607.68</b>	<b>962,504.76</b>	<b>8,504,259.24</b>	<b>10,311,731.22</b>
<b>B. Budgeted Expenditure</b>					
721447 18-19 Maintenance, Repair & Renovation				94,150.41	94,150.41
721140 Building 8 & 9				8,410,108.83	8,410,108.83
709100 Relocation of firing range	477,359.54	367,607.68		477,359.54	
720000 CO & DS					367,607.68
Roadways & walkways					
Life-Safety Corrections					
730050 Capital Improvement Fee			915,805.10		915,805.10
Performance Contract Payments					
730070 Capital Improvement Fee - PSAV			46,699.66		46,699.66
Renovations/Remodeling of Facilities					
Equipment for PSAV programs					
Technology Enhancements					
<b>Total</b>	<b>477,359.54</b>	<b>367,607.68</b>	<b>962,504.76</b>	<b>8,504,259.24</b>	<b>10,311,731.22</b>

CERTIFIED AS  
APPROVED BY  
BOARD:

President (as Secretary of the Board)

Date

**AGENDA ITEM: IX.D**

**Budget Amendment to move funds from  
Unrestricted Current Fund (Fund 1) to (Fund 7) Capital Funds  
Fiscal Year 2020-2021**

The College requests approval *to move funds from Fund One (1) Current Unrestricted to Fund Seven (7) Capital Funds, in order to replace PECO funding which has not been awarded from the state in the past two years. This money is necessary for capital improvement projects in and around campus.*

**Banner Form FGAJVCM**  
**(Top Section Business Office Use Only)**

Entered By:

\*BudgetType : BD01

Date Entered:

Document #:

Reviewed By Vice President Business Services:

Trans. Date:

Page 1 of 1

The following budget amendment(s) are requested:

To transfer funds from fund 7 to fund 1 to replace PECO and other facilities improvement funds.

Explanation: \_\_\_\_\_  
To transfer funds from fund 7 to fund 1 to replace PECG and other facilities improvement funds.

Requested By: Michelle Holloway

Date: 3/15/2021

Approved By: \_\_\_\_\_  
Budget Custodian

Date:

Approved By: \_\_\_\_\_  
Appropriate Vice President

Date:

Approved By: \_\_\_\_\_  
President

Date:

**AGENDA ITEM: X.A.**

**President's Report**

- A.** Dr. Lawrence Barrett will report on recent and upcoming activities and events.



**FLORIDA GATEWAY  
COLLEGE**

**Board of Trustees**

**Dr. Miguel Tepedino, Board Chair**

**Mr. David Crawford, Vice Chair**

**Ms. Renae Allen**

**Mr. Robert C. Brannan, III**

**Mr. Lindsey Lander**

**Ms. Kathryn McInnis**

**Ms. Suzanne Norris**

**Dr. James Surrency**

**Model Standards of Good Practice for Trustee Boards**

In Support Of Effective Community College Governance, The Board Believes:

- That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
- That it must clearly define and articulate its role;
- That it is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
- That it always strives to differentiate between external and internal processes in the exercise of its authority;
- That its trustee members should engage in a regular and ongoing process of in-service training and continuous improvement;
- That its trustee members come to each meeting prepared and ready to debate issues fully and openly;
- That its trustee members vote their conscience and support the decision or policy made;
- That its behavior, and that of its members, exemplify ethical behavior and conduct that is above reproach;
- That it endeavors to remain always accountable to the community;
- That it honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.

*Adopted by the ACCT Board of Directors, October 2000.*

*\* The term "board" refers to a community college board of trustees or appropriate governing authority.*

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Florida Gateway College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and associate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of Florida Gateway College.

Florida Gateway College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. The Disability Services Office can provide further information and assistance by calling the coordinator of disability services, at (386) 754-4215. Located in Building 017, Room 021, 149 SE College Place, Lake City, Florida 32025.

Florida Gateway College does not discriminate in education or employment related decisions on the basis of race, color, religion, national origin, gender, age, disability, marital status, genetic information, or any other legally protected status in accordance with the law. The Equity Officer is Sharon Best, executive director of human resources, Building 001, Room 116, 149 SE College Place, Lake City, FL 32025, and may be reached at (386) 754-4313.