April 28, 2022

TO: THE DISTRICT BOARD OF TRUSTEES OF VALENCIA COLLEGE

FROM: DR. KATHLEEN PLINSKE
            President

RE: VALENCIA COLLEGE ANNUAL EQUITY UPDATE 2021-2022

The Valencia College Annual Equity Update 2021-2022 is attached.

RECOMMENDED ACTION:

The President recommends that the District Board of Trustees of Valencia College approve the College's Annual Equity Update 2021-2022, as presented.

_____
President

Valencia College

College Annual Equity Update

2021-2022

Template for Submission

Deadline: April 29, 2022

Submission Information
Equity Officer: **Ryan Kane**
Email: **rkane8@valenciacollege.edu**
Phone: **407-582-3421**
Date: **April 29, 2022**

Contents

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 29, 2022**. The update should be submitted by email to 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 2021-22 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked "Completed by Division of Florida Colleges." Example:

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

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

College Annual Equity Update
2021-22 Template

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection: No**
If yes, provide the following applicable updates.

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

Response: Click here to enter text.

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

Response: Click here to enter text.

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.		

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: Yes** If yes, provide the following applicable updates.

Date of revision: 08/26/2021
Description of the revision: minor updates as part of our internal annual review process
Web link(s) to document the revision: https://valenciacollege.edu/about/general-counsel/policy/documents/volume2/2-01-discrimination-harassment-related-conduct.pdf

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?	**No**
Title II?	**No**
Section 504?	**No**
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	**No**
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.		
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from	Select one.		

Requirement	Response	Comments	Action
seeking redress from other available sources.			
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.

	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes/No)	EAM Goals for Fall 2022
Black Female	12.5%	7.7%	6.3%	10%	No	10%
Black Male	7.4%	7.7%	7.9%	10%	No	10%
Hispanic Female	26.6%	9.2%	9.5%	12%	No	12%
Hispanic Male	17.1%	3.1%	3.2%	6%	No	6%
Other Minorities Female	4.6%	0	0	3%	No	3%

	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes/No)	EAM Goals for Fall 2022
Other Minorities Male	3.55%	1.5%	1.6%	3%	No	3%
White Female	15.9%	40%	41.3%	n/a	n/a	n/a
White Male	12.5%	30.8%	30.2%	n/a	n/a	n/a
Total Female	59.5%	56.9%	57.1%	57%	Yes	57%
Total Male	40.5%	43.1%	42.9%	43%	No	43%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response:

Through the lens of equity-minded principles, the College began a realignment and reorganization of reporting structures in July 2021. This began with the promotion of Dr. Kathleen Plinske to President. Dr. Plinske was hired in 2020 as the result of a nationwide search rooted in equity-minded hiring practices. This then led to the hiring of 6 new senior leaders within the EAM category. In Spring, 2022, 4 Provosts and 1 Vice President for Student Affairs were also selected as part of a nationwide search equally rooted in the same equity-minded hiring practices. Additionally, the Dr. Plinske promoted Ms. Carla McKnight into the role of Vice President, Organizational Development and Human Resources, to fill the vacancy left by the former Vice President who is now serving in the role of Vice President Institutional Planning and Development and Chief of Staff.

In Spring, 2022, the College launched a nationwide search for a newly created position of Vice President, Equity Strategy and Partnerships. The vice president will serve as a thought leader, a trusted partner, and an advisor to the College President and executive team in the efforts to build a College community characterized by equity, inclusion, belonging, and respect for all people. The position description can be found at: https://valenciacollege.peopleadmin.com/position_descriptions/16489.

These nationwide searches were conducted through college wide and external community partnerships in accordance with college's ongoing work on inclusive hiring through revised search committee training, a robust recruitment plan inclusive of diverse recruitment outlets, and the equity-minded discernment process design. The goal is for all those hired as part of the nationwide processes to begin by Summer, 2022.

In reviewing the goals that were met or not met for this past year, it is noteworthy that significant progress in these areas was limited in part due to the small number of positions that were able to be filled during a pandemic. As we look towards the future, we do anticipate filling additional positions and we remain committed to infusing equity-minded principles in the recruitment and selection process as well as working to identify strategies that support the retention of historically minoritized employee groups.

Valencia College is committed to attracting the most diverse and inclusive pool of candidates. To achieve this goal, the Talent Acquisition team in Organizational Development and Human Resources (ODHR) continues reviewing our processes, communications and systems to identify barriers that impact recruitment in achieving successful diverse and inclusive recruitment practices.

The Talent Acquisition team regularly reviews and implements new sources yearly to build further on our preexisting robust sourcing and advertising strategy to increase the recruitment of a large, diverse applicant pool. (For a complete list of sources and job boards, see Appendix 1. Lastly, our Talent Acquisition team plays an integral role in the search process for every EAM position at Valencia College, offering consultation and guidance in applying equity-minded selection process principles and actions during the selection process.

The Talent Acquisition recruitment strategy focuses on recruiting diverse candidates through local and national networking, passive candidate outreach, and the use of a robust and comprehensive wide-range advertisement plan. The approach in the selection and evaluation of recruitment channels focuses on diversity and inclusion for maximum reach. The goal is to ensure a far-reaching recruitment to attract a large, diverse applicant pool and in particular, the reach of minoritized groups

Our channels and platforms include:
1) General and Higher Education Job Boards
2) Local Outreach
3) Diversity-focused job boards
4) Specialty job boards (association, organization related to a trade)
5) Social Media Channels
6) Universities/Colleges Nationwide
7) Hiring events/Job Fairs
8) Direct contact with passive candidates

The Talent Acquisition team members are professional recruiters from diverse cultural and professional backgrounds. They held various professional AIRS recruiting certifications (AIRS is an industry leader in recruitment and sourcing training). They held CDR (Certification Diversity Recruiter), CIR (Certification Internet Recruiter), PRC (Professional Certification Recruiter), and more. The talent Acquisition Team completes webinars, readings, and completes additional training to broaden and further build knowledge on diversity recruitment and selection best practices to be later shared with hiring managers during our recruitment consultation sessions.

Furthermore, all search committee members complete recurrent yearly training on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace. We will continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.

As a specific example, Valencia College engaged in a search to fill five provost positions. This search began on September 15, 2021 and illustrates the commitment to inclusion and equity we strive for in our recuirtment effots. Appendix 2 provides more detailed information about this search process for these leadership psotiions at Valencia College. From the job descriptions referencing "experience creating and/or leading initiatives and programs that have contributed to an inclusive, diverse and equity-minded

working and learning environment" to the creation of rubrics to "minimize the impact of unconscious bias" in the search committee members, the College made every effort to put the commitment to equity and inclusion into practice.

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.

	2020-21 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2020	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2021	INST Goal Met (Yes/No)	INST Goals for Fall 2022
Black Female	12.5%	7.4%	7.5%	8%	No	8%
Black Male	7.4%	4.9%	4.7%	6%	No	6%
Hispanic Female	26.6%	5.6%	7.5%	7%	Yes	7%
Hispanic Male	17.1%	5.8%	5.9%	6%	No	6%
Other Minorities Female	4.6%	4.1%	4.6%	5%	No	5%
Other Minorities Male	3.5%	2.7%	2.7%	4%	No	4%
White Female	15.9%	39.8%	37.1%	n/a	n/a	n/a
White Male	12.5%	29.8%	30.0%	n/a	n/a	n/a
Total Female	59.5%	56.9%	56.7%	55%	Yes	55%
Total Male	40.5%	43.1%	43.3%	44%	No	44%

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

Response: In 2021-2022, the College continued to limit the creation of new positions. Like employers across the country, Valencia experienced an increase in employee attrition. As a result, the majority of hiring decisions and time was spent in the replacement of vacant staff positions. Due to a demanding current job market, the College experienced significant challenges in external recruitment. The employment market requires employers to be adaptable, timely and competitive in terms of compensation and benefits. In a similar way to our community college partners across the nation, we faced these challenges throughout our hiring for the past year. As we continue to experience challenges, we have strategized to leverage internal movement within departments, appointing leadership at the director and assist and director level as well as academic deans at the interim level to meet operational needs. so the majority of hiring to replace vacant staff positions. We experienced significant challenges in external recruitment due to a very competitive market. Continue to experience challenges with external recruitment, which has resulted in the internal movement on an interim bases to continue to meet operational needs.

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.

	2020-21 Reporting Year College Student Population (%)	INST-CONT Actuals (%) Fall 2020	INST-CONT Actuals (%) Fall 2021	INST-CONT Stated Goals (%) Fall 2021	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2022
Black Female	12.5%	5.4%	5.5%	6%	No	6%
Black Male	7.4%	4.8%	4.7%	5%	No	5%
Hispanic Female	26.6%	6.0%	5.8%	7%	No	7%
Hispanic Male	17.1%	3.9%	3.8%	4%	No	4%
Other Minorities Female	4.6%	3.6%	4.1%	5%	No	5%
Other Minorities Male	3.5%	3.0%	2.9%	4%	No	4%
White Female	15.9%	40.6%	40.2%	n/a	n/a	n/a
White Male	12.5%	32.8%	32.9%	n/a	n/a	n/a
Total Female	59.5%	55.5%	55.7%	55%	Yes	55%
Total Male	40.5%	44.5%	44.3%	44%	Yes	44%

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

Response: The receipt of the Higher Education Emergency Relief Funds allowed the College to create 270 8-month temporary faculty roles for the fall 2021 and spring 2022 terms. Referred to as Visiting Professors, these positions gave the College the opportunity to prioritize student and employee health and safety. At the start of the fall and spring semesters, the COVID-91 Delta and Omicron, respectively variants had spiked, potentially impacting student willingness to engage in in person learning. These positions allowed us to meet student enrollment demand for onsite classes with reduced class size and physical distancing.

Additionally, as the College strategizes to address current and future enrollment trends, the recruitment for full time permanent faculty positions (tenure and annually appointed) continues be very limited. This lack of hiring will prevent any significant impact on the attainment of the goals included in this section.

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

Response: There are no new barriers that have been identified. We choose to this opportunity to identify other equity efforts and initiatives that the College has engaged in this past year with regrads to the recruitment and/or rentention of historically underrepresented inviduals. This information is listed below:

College Policy on Policy Development, Review and Approval – In, the District Board of Trustees approved the adoption of major enhancements to the College's policy on Policy Development,

Review and Approval. The College continues to work with the Responsible Executive and Policy Contact for each policy to review policies and procedures with an equity-minded lens. Accordingly, in the drafting process, policy drafters must engage in strategic review of the language and, using tools such as strategic review rubrics, consider how can/does the policy/procedure language promote and support the Strategic College Priority of Equity/Inclusion, and others, such as Student Learning, Affordability, and Sustainability. They will address the question of whether the policy being amended or created can or in fact does lead to unexpected disparate impacts or other unintended results/outcomes. (Appendix 3)

LinkedIn Learning – Linkedin Learning continues to be a valuable resource for our employees at Valencia College. From January 1 - December 31, 2021, 46 different courses on topics of diversity and inclusion were completed, 503 unique employees used the resource, 277 completed courses, total of 213 hours.

Supervisor Series – Spring 2021 – Supervisor Implicit Bias Series – Employee development hosted a four part series to explore implicit bias from the lens of the supervisor. Using the book *The Leader's Guide to Unconscious* as the content for our sessions, supervisors defined implicit bias, examined how implicit bias affects decision making, and discussed how implicit bias impacts supervisors and their teams.

Conversations on Equity and Inclusion, Fall 2021 - Employee Development partnered with the Peace and Justice Institute (PJI) to provide five sessions focused on having authentic conversations about inclusiveness through the lens of a supervisor. Sessions were offered every other week on the following topics:

- Waking Up to Our Shared Humanity
- Understanding Bias
- Conversations on Race
- Understanding Privilege
- Moving into Action: Becoming an Ally

Valencia College Faculty Development

Faculty Development *s*upports all faculty members as they expand their professional practices and examine their ongoing development in the seven Essential Competencies of a Valencia Educator. Through its programming, Faculty Development encourages faculty, librarians and counselors to critically reflect on their practices and offers optional courses through which colleagues can evaluate these current practices for the purposes of enhancing their work with students. Faculty Development offers a wide range of equity-minded programs and initiatives in which faculty can become involved. For the period 2021-2022, these initiatives are as follows:

Equity-minded Practice Course Series

Through the Equity-minded Practice Series, faculty work toward a shared understanding of equity-mindedness in teaching, counseling and librarianship. Areas of exploration in the series include: inclusive learning environments; culturally responsive pedagogies and curricula; examining

current and historical patterns in the classroom; trauma-informed pedagogy; recognizing diversities of background and thought; and equity-minded assessment. Each course in the Equity-minded Practice series is designed by and facilitated faculty with the support of instructional designers and directors of faculty development.

There are over 16 courses in the Equity-minded Practice Series currently. Each course is offered, on average, between six times per academic year. On average, we will see over 500 course completions by faculty, librarians and counselors per academic year.

Equity-minded Practice Certification

As a result of the high completion rates in our Equity-minded Practice Series during 2021, Faculty Development has committed to building an Equity-minded Practice Certification. There is currently a team of fifteen colleagues in the mid-stages of this certification development which it is hoped will roll-out in Fall 2022.

The SEED Program

The SEED (Seeking Educational Equity and Diversity) Program is comprised of two semester-long, bi-weekly synchronous courses. All college employees are invited to apply to participate, and it is incentivized by professional development (PD) hours that accrue towards faculty incentive plans and participation as part of the paid work day. Through multiple cohorts in each semester, a total of 118 employees participated in SEED I and 102 participated in SEED II.

SEED I: 38 (completed Destination 2021) + 48 (completed Fall 2021) + 32 (enrolled Spring 2022)
SEED II: 23 (completed Destination 2021) + 44 (completed Fall 2021) + 35 (enrolled Spring 2022)

Peace and Justice Practitioner Certificate for faculty

The Peace and Justice Practitioner Certificate for faculty is designed to support faculty members as they develop and/or refine their practice of peace and justice pedagogy for deeper learning in an inclusive environment and integration of the PJI Principles and Commitments into their teaching practice. In Spring 2022, 14 faculty members received their certificate of completion, which increased by 700% over the previous year.

Strategic Initiative: Equity Focused Inquiry Team

Valencia College's Learning Council facilitated the development of six hypotheses related to the conditions that affect student learning and outcomes at Valencia and, in 2021, a Focused Inquiry Team (FIT) on Equity comprised of 33 administrators, faculty, and staff members was convened to investigate the hypothesis that "students will benefit from intentional equity-minded pedagogical and curricular practices". The product of the FIT on Equity, a Research Brief, was created to help lay the groundwork for the College's institutional Equity Plan and Learning Plan by identifying evidence-based, equity-minded practices in both pedagogy and curriculum as well as key, measurable indicators of equitable student outcomes and experiences with specific attention directed towards strategies shown to support students from minoritized identities. Overarching themes of holistic student support; inclusivity and cultural responsiveness; and high-

impact practices emerged to frame 16 recommendations related to curriculum and pedagogy, and 9 assessable indicators of equity.

Inclusive Excellence Speaker Series - Dr. Laura Rendon: Guest Speaker

On Tuesday, April 13 and Wednesday, April 14, 2021, Dr. Laura Rendón, co-director of the Center for Research and Policy in Education in the College of Education and Human Development at the University of Texas in San Antonio was invited to speak at Valencia College. Dr. Rendón's work focuses on college preparation, persistence and graduation of low-income, first-generation students. This event was open to all Valencia employees, the community and students.

Dr. Rendon's presentation focused on the philosophy behind her pedagogy, titled, "Sentipensante: Sensing / Thinking Pedagogy." Looking at entrenched narratives, policies and practices that stand in the way of a "just and equitable" education, Dr. Rendon elaborated on this pedagogical theory as one which encompasses wholeness, diverse backgrounds and experiences and contemplative practice which fosters awareness, presence and concentration for students.

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:	-	-	-
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.		

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: Each supervisor is expected to evaluate their full time employees on an annual basis, and this evaluation takes place through the college's online "Check In." The college provides significant supervisory discretion in determining annual goals for each employee and to determine how best to address accountability when not making progress towards meeting intended goals. The college currently does not require employees to reflect strategic impact plan goals in their individual performance

evaluation goal setting and thus, we are unable to provide a summary for the evaluation of achieving employee accountability goals. Instead, the College focuses on accountability for the stated strategic impact plan goals from a holistic perspective. This begins with the applicant recruitment process and continues through the life cycle of employees. Additionally, the College routinely reviews data on employee applications, employee hiring and the current demographics of our employees. These reviews are conducted by the Talent Acquisition team and other members of ODHR, as well as by hiring managers and/or supervisors.   The implementation of the College's new strategic impact plan and the implementation tactics that are being identified as part of this plan will continue to allow the College to focus appropriate resources to address opportunities for increased diversity and equity in employment.

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

Response: Each Valencia District Board of Trustee member receives a form to be completed for the evaluation of the president. This process takes place in the summer of each year. This evaluation solicits input on the president's leadership toward the achievement of the goals of the College including plans for diversity, equity, inclusion, and accountability. Dr. Kathleen Plinske began in her role as College President on July 1, 2021 (Appendix 5). The annual review process is scheduled to occur in the summer of 2022 after submission of this year's report.

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

Response: Dr. Kathleen Plinske began in her role as College President on July 1, 2021. The annual review process and evaluation is scheduled to occur after the submission of this year's report.

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.		
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.		

Requirement	Response	Comments	Action
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 : Search committee representation may include: a) faculty members representing department disciplines, b) other academic deans including representatives from other campuses, c) a representative from the student services area, d) a representative with knowledge of technology as it applies to the department, and e) in addition, the committee should be appropriately representative of the college. In most cases, all members of the search committee will screen applications and participate in all interviews. Prior to serving on a search committee, each representative is required to participate in and successfully pass an online inclusion and bias training. The purpose of this training is to assist each person in approaching recruitment and hiring through a lens of equity, diversity, and inclusion. There is also a focus on minimizing and eliminating unconscious bias in the hiring process. This training must be repeated on an annual basis to continue serving on various search committees.

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

Response: It is the policy of the District Board of Trustees to award continuing contracts to full-time faculty in accordance with the law and procedures to be developed and approved by the President or designee, in consultation with the Faculty Council. In order to become eligible to be considered for the award of a continuing contract, a full-time faculty member must: (1) prepare and submit a Portfolio determined to be acceptable by the College in accordance with standards, requirements, and procedures established for the College's Teaching and Learning Academy, (2) complete at least five years of satisfactory service at Valencia College, based on criteria established by the College, during a period not in excess of seven years, and (3) receive the recommendation of the President and approval by the District Board of Trustees for a continuing contract based on successful performance of duties, demonstration of professional competence pursuant Valencia policies and procedures, and the needs of the College. [College Policy 6Hx28:3E-02]

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

Response: Each tenure track faculty member is required to create, in collaboration with their dean, an Individual Learning Plan, or ILP. An ILP/Portfolio Review Panel is appointed by the dean and provides, at

least annually, formative feedback on the candidate's growth in the Essential Competencies and achievement of the Learning Outcomes. In addition, feedback and guidance are provided to the candidate through classroom observations conducted by the dean or a tenured designee during each term of tenure track employment or more frequent as deemed appropriate by the dean, student assessment forms for each class section taught at the college, dean evaluations annually or more often as deemed appropriate, and written feedback from the campus community in the second and fifth year of a candidate's pre-tenured period. In the event of a determination of below-acceptable performance on the part of the candidate, the dean will make specific recommendations for improvement and may include recommendations that the candidate work with Teaching and Learning Academy (TLA) facilitators to improve performance and/or quality of the ILP/Portfolio. Evaluations and/or observations will continue each term until an acceptable level is achieved or until it is determined that reappointment will not be recommended.

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 will continue to invest in recruitment strategies that diversify our applicant pools and selected candidates. In addition, resources (time and financial) will be invested in the continued development and implementation of equity-minded selection processes with search teams and hiring managers.

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
Management Occupations		Below $25K	0	Below $25K
	0	$25K - $30K	0	$25K - $30K
	0	$30K - $35K	0	$30K - $35K
	0	$35K - $40K	0	$35K - $40K
	0	$40K - $45K	0	$40K - $45K
	0	$45K - $55K	0	$45K - $55K
	0	$55K - $65K	0	$55K - $65K
	0	$65K - $75K	0	$65K - $75K
	2	Above $75K	64	Above $75K

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Business and Financial Operations	0	Below $25K	0	Below $25K
	0	$25K - $30K	0	$25K - $30K
	1	$30K - $35K	8	$30K - $35K
	7	$35K - $40K	61	$35K - $40K
	2	$40K - $45K	59	$40K - $45K
	9	$45K - $55K	120	$45K - $55K
	5	$55K - $65K	74	$55K - $65K
	0	$65K - $75K	38	$65K - $75K
	3	Above $75K	76	Above $75K
Computer Engineering and Science	0	Below $25K	0	Below $25K
	0	$25K - $30K	0	$25K - $30K
	0	$30K - $35K	0	$30K - $35K
	0	$35K - $40K	5	$35K - $40K
	0	$40K - $45K	7	$40K - $45K
	2	$45K - $55K	22	$45K - $55K
	0	$55K - $65K	25	$55K - $65K
	1	$65K - $75K	14	$65K - $75K
	1	Above $75K	21	Above $75K
Community Service, Legal, Arts, and Media	0	Below $25K	0	Below $25K
	1	$25K - $30K	5	$25K - $30K
	3	$30K - $35K	8	$30K - $35K
	3	$35K - $40K	41	$35K - $40K
	1	$40K - $45K	14	$40K - $45K
	0	$45K - $55K	9	$45K - $55K
	0	$55K - $65K	1	$55K - $65K
	0	$65K - $75K	3	$65K - $75K
	0	Above $75K	10	Above $75K
Librarians	0	Below $25K	0	Below $25K
	0	$25K - $30K	0	$25K - $30K
	0	$30K - $35K	0	$30K - $35K
	0	$35K - $40K	0	$35K - $40K
	0	$40K - $45K	0	$40K - $45K
	0	$45K - $55K	0	$45K - $55K
	0	$55K - $65K	2	$55K - $65K
	0	$65K - $75K	5	$65K - $75K
	0	Above $75K	7	Above $75K
Instruction	0	Below $25K	2	Below $25K

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
	0	$25K - $30K	0	$25K - $30K
	0	$30K - $35K	0	$30K - $35K
	0	$35K - $40K	18	$35K - $40K
	0	$40K - $45K	281	$40K - $45K
	0	$45K - $55K	74	$45K - $55K
	3	$55K - $65K	141	$55K - $65K
	2	$65K - $75K	181	$65K - $75K
	0	Above $75K	161	Above $75K
Non-Postsecondary Teaching	0	Below $25K	1	Below $25K
	1	$25K - $30K	7	$25K - $30K
	1	$30K - $35K	13	$30K - $35K
	0	$35K - $40K	19	$35K - $40K
	0	$40K - $45K	21	$40K - $45K
	0	$45K - $55K	32	$45K - $55K
	1	$55K - $65K	6	$55K - $65K
	0	$65K - $75K	0	$65K - $75K
	0	Above $75K	0	Above $75K
Service Occupations	0	Below $25K	0	Below $25K
	19	$25K - $30K	123	$25K - $30K
	4	$30K - $35K	43	$30K - $35K
	0	$35K - $40K	4	$35K - $40K
	0	$40K - $45K	4	$40K - $45K
	1	$45K - $55K	4	$45K - $55K
	0	$55K - $65K	0	$55K - $65K
	0	$65K - $75K	0	$65K - $75K
	0	Above $75K	0	Above $75K
Sales and Related Occupations	0	Below $25K	0	Below $25K
	0	$25K - $30K	4	$25K - $30K
	0	$30K - $35K	10	$30K - $35K
	0	$35K - $40K	6	$35K - $40K
	0	$40K - $45K	1	$40K - $45K
	0	$45K - $55K	8	$45K - $55K
	0	$55K - $65K	3	$55K - $65K
	0	$65K - $75K	2	$65K - $75K
	0	Above $75K	0	Above $75K
Office and Admin Support Occupations	0	Below $25K	0	Below $25K
	7	$25K - $30K	46	$25K - $30K

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
	9	$30K - $35K	107	$30K - $35K
	0	$35K - $40K	50	$35K - $40K
	0	$40K - $45K	30	$40K - $45K
	0	$45K - $55K	17	$45K - $55K
	0	$55K - $65K	2	$55K - $65K
	0	$65K - $75K	1	$65K - $75K
	0	Above $75K	0	Above $75K
Natural Resources, Construction & Maintenance Occupations	0	Below $25K	0	Below $25K
	2	$25K - $30K	4	$25K - $30K
	1	$30K - $35K	10	$30K - $35K
	0	$35K - $40K	11	$35K - $40K
	0	$40K - $45K	3	$40K - $45K
	0	$45K - $55K	3	$45K - $55K
	0	$55K - $65K	0	$55K - $65K
	0	$65K - $75K	0	$65K - $75K
	0	Above $75K	0	Above $75K

IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2020, and October 31, 2021, 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, 2020.

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.		

Requirement	Response	Comments	Action
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of 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 2021-22 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2020-21 Goals (% increase)	2020-21 Goals Achieved (Yes/No)	2021-22 Goals % increase	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals % increase
Black	1%	No		1.5%	No	1.6%
Hispanic	1%	No		1.8%	No	1.9%
Other Minorities	1%	No		.6%	No	.6%
White	X	X	X	X	X	X
Female	.75%	Yes		1.0%	Yes	1.0%
Male	X	X	X	X	X	X
LEP	.25%	No		.25%	No	.25%
DIS	.25%	No		.5%	No	.25%

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:
Calling Campaigns: During the 2022 spring registration period, Valencia College continued utilizing calling campaigns to personally connect with students. Faculty and staff throughout the college completed 8,262 calls focused on returning students with financial aid (7,042), returning students without financial aid (1,147), and first time in college students that had not yet completed new student orientation (73). Additionally, Valencia College contracted with an external call center during winter break to keep communication lines open with students during the registration period.

Voyage Program in partnership with New Student Experience Faculty and Student Affairs - The College experienced a noticed decrease in FTIC enrollment in fall 2020. In addition, the disaggregated data showed a disproportionate impact on our students who identify as Black/African American and/or Hispanic. As a result, we initiated the Valencia Voyage Program to serve high school seniors who did not have a post-secondary plan. We partnered with Orange

County Public Schools (OCPS) and the School District of Orange County (SDOC) to identify students based on the following criteria:

- Undecided
- No college indicated on their high school plan
- Indicated Valencia informally but had not taken any enrollment steps

Students participating in the Valencia Voyage Program work directly with a New Student Experience faculty member to complete the enrollment process through one-on-one engagement and a series of online learning modules. The faculty also connect participants to college resources to navigate through the registration process. At the end of the program, students have a finalized course schedule for the upcoming semester. In addition, after students complete the Valencia Voyage Program, they will be eligible for a $500 scholarship.

Benefits of the Valencia Voyage Program

Students will

- have a course schedule before the end of summer
- work with Valencia faculty
- access college resources
- experience Valencia's Learning Management System (Canvas)
- engage with other Valencia students

Objectives:

1. Students see themselves as "college material" and have an opportunity to develop the non-cognitive skills necessary to be successful in college.
2. Students see how attending college is an important step toward their career, professional, and personal goals and are excited to enroll at Valencia.
3. Students will complete the steps to enrollment (including fulfilling the NSO requirement) and have a Summer or Fall course schedule before graduating from high school.
4. Students register in courses that are likely to support their success (including NSE in their first term as well as the possibility of developmental coursework, with financial support).
5. Students will be engaged in intentional ways during the summer to maintain their connection with Valencia and with their faculty mentor.

The pilot resulted in 165 students completing the Valencia Voyage program and enrolling at Valencia. Their fall 2021 to spring 2022 degree-seeking retention is 83.2% compared to all FTIC students (78.5%). These numbers are promising, and we are excited about analyzing the data deeper as we continue to track the population.

In the second round of the program that is currently in progress, we have implemented some helpful improvements:

- Earlier engagement with districts
- Earlier recruitment with more specific strategies
- Faculty visits to high school during the recruitment process
- Collaboration with our transitions department
- End of program event
- Increased capacity to serve more high schools

New methods and strategies, if applicable.

Response:

Bridges to Success (BTS) – In the Fall of 2021 the BTS Program embarked on a new initiative to recruit African American Males and Females for the 2022 Summer Bridge Program. BTS partnered with high school coaches, counselors, and community members to spread the word about the program and help students navigate the application process. The BTS Program Director developed a series of Application Orientation to assist students and parents with the Steps to Enrollment. Applicants who attended the Applicant Orientation session were guaranteed acceptance into the program. Additionally, the BTS Team worked with Valencia's Marketing Department to create new outreach materials, including a BTS QR code, which allowed students to fill out a form for additional program information and assistance. All students who completed the contact form were called and assigned to a designated BTS Team member as their point of contact throughout the application cycle. For the first time in the history of the program (1985), summer program applicants were interviewed by a committee made up of faculty, staff, and community members. In addition to the interview panel, applicants had the opportunity to participate in an all-day essay help session offered on West Campus in the Special Events Center. The BTS program was also granted Valencia College application waivers through funding from Valencia's Foundation. We were unable to take full advantage and will continue these efforts for 2023. The data below highlights the contact, and outreach efforts made to recruit underserved applicants in Orange and Osceola high schools. For the 2023 Application Cycle we will expand outreach efforts to reach a greater number of potential applicants. Additional information regarding Bridges to Success can be found in Appendix 5.

DE READY PILOT PROGRAM - In an effort to provide additional opportunities for college access to Orange County Public schools students, Valencia College collaborated with OCPS to create the Dual Enrollment Ready Pilot Program. This program provided opportunities for high school seniors who did not have qualifying test scores at Colonial, Jones, Evans, Oak Ridge, and Wekiva High schools the opportunity to take Dual Enrollment online or RTV courses in Spring 2022. Each school was allotted 50 slots, with the majority of the students being enrolled in SLS 1122. Students were required to complete a special application that included the requirement of a recommendation from their guidance counselor and parental permission. Data on the success of the pilot will not be available until grades are submitted for the Spring 2022 semester.

Horizon Scholars - The Horizon Scholars Program works with members of the Central Florida community to increase post-secondary education access for high school students in Orange County Public Schools. By providing a unique set of resources including mentors, scholarships,

student advocacy, leadership development and opportunities for civic engagement, The Horizon Scholars Program, in partnership with Take Stock in Children, endeavors to break the cycle of poverty for students and their families in Central Florida while giving students the chance to achieve their dreams and impact society in their own positive way.

Sum Up Summer Math Academy - Valencia College invited graduating seniors from local high schools to participate in the Sum Up Summer Math Academy. The Summer Math Academy was designed for high school graduates of 2021, intending to attend Valencia in Fall of 2021, that needed extra support in starting their mathematics courses at the college level. The East, West and Downtown campuses offered the Summer Math Academy, serving high schools in their campus footprints. During the three-week program, the curriculum focused on improving math skills, and co-curricular activities introduced students to partners across the college. The type of co-curricular activities included: College Readiness, Atlas Workshop, Valencia Information Session, Campus Tours (Greenhouse, School of Arts and Entertainment, Math Center, etc.), Personal Development Workshop, Successful Student Transition Tips, Campus Safety, Financial Aid Tips, VECTOR Scholarship Information, Library Resources, Student Development (clubs and activities), and presentations regarding Advising, Counseling, and Mental Health. Students who completed the program received a tuition waiver for one math course, a graphing calculator, and a small goodie bag to celebrate the completion of the program.

Nine students joined the East Campus Mathematics Academy. Out of the nine students enrolled eight of the students successfully completed the program: an 88% rate of completion. Students who successfully completed the program, were awarded a waiver for both tuition and course materials for one math course in the Fall term. Students enrolled in the program were from a variety of diverse backgrounds and represented several high schools in the east region. The list of high schools included: Colonial, East River, Freedom, Lake Nona, Timber Creek, University. The majority of the students who enrolled in the program were not born in the United States and were the first in their household to attend college in the United States.

Everyone that had previously taken the PERT improved their score. All of the attendees place into intermediate algebra or higher level courses. Seven of 9 took math courses in the fall semester. Of those 7, six completed with a C or higher. Six of the 9 are enrolled in spring math courses.

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 2021-22. 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	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	2.2%	No	2.3%
Hispanic	1.9%	No	1.9%
Other Minorities	1.5%	No	1.5%
White	X	X	X
Female	1.6%	Yes	1.7%
Male	X	X	X
LEP	.6%	Yes	0.7%
DIS	.3%	No	0.3%
A.S./A.A.S. Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	2.2%	Yes	2.3%
Hispanic	1.9%	No	1.9%
Other Minorities	1.5%	No	1.5%
White	X	X	X
Female	1.6%	No	1.6%
Male	X	X	X
LEP	.6%	Yes	0.7%
DIS	.3%	No	0.3%
Certificates	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	2.2%	No	2.3%
Hispanic	1.9%	No	1.9%
Other Minorities	1.5%	No	1.5%
White	X	X	X
Female	1.6%	Yes	1.7%
Male	X	X	X
LEP	.6%	No	0.7%
DIS	.3%	No	0.3%
Baccalaureate Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	2.2%	No	2.3%
Hispanic	1.9%	Yes	1.9%
Other Minorities	1.5%	No	1.5%
White	X	X	X
Female	1.6%	No	1.7%
Male	X	X	X
LEP	.6%	Yes	0.7%
DIS	.3%	Yes	0.3%

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:
Early Alert Outreach Efforts – Previously we shared infomration about this program taking place at the Poinciana Campus. However, this past year staffing challenges impacted this program. As shared previously, faculty submit midterm grades into Atlas, the College's learning management system. Campus staff outreach students who were identified at risk of failure at week seven of the semester. The students are providied information regarding resources available to them to support their academic success. This year, faculty continued completing early alert efforts with students to ensure the students were aware of midterm grades however due to a shortage of staff we were unable to connect with all students. As staffing is increased this program will be helpful to support students in completing their courses and academic programs.

New methods and strategies, if applicable.

Response:
Real Time Virtual/Part Of Term Texting Campaign: Valencia offers several course modalities to students. During the response to COVID-19 pandemic, one modality that was utilized is referred to as real time virtual, where an instructor meets with students in an online setting during a set time. Rather than attend class on campus, these students attend their classes virtually. Another modality consists of courses which are condensed to occur during part of the term, hence the name Part of Term. Both of these modalities offer unique challenges and are not suited for all students. One way students are supported is via the texting campaign to all students who are taking classes in real time virtual or part-of-term. The students are contacted to ensure they understand the type of course they signed up for and are able to make a change to their schedule to find a course that better suits their preferred learning style.

Destination 2021

This optional annual professional development program brings Valencia colleagues together to explore teaching and learning innovations, challenges, and solutions. Each year's program features multiple experiences that will be valuable for faculty who have participated in Destination and those who are new to the experience. Some areas of inquiry during Destination are: exploring teaching and learning innovations, challenges, and solutions with colleagues from diverse fields with varied experiences and interests. All Valencia faculty members are encouraged to apply.

In 2021, the number of Destination completers for the three tracks offered were as follows:

1. **Equity-minded Practice Track: Completers - 108**

Description: This track will challenge participants through an intentional process of critical reflection and self-inquiry. In partnership with students and colleagues, participants will analyze

their practice through varied lenses and evaluate equity in learning environments. Participants will develop one or more products to advance equitable behaviors and student outcomes.

2. **Seeking Educational Equity and Diversity (SEED) 1 Track: Completers - 41**

Description: SEED stands for Seeking Educational Equity and Diversity and is a national project, founded 27 years ago by Dr. Peggy McIntosh of Wellesley College. It utilizes a cohort-based monthly seminar model with the intention of creating gender fair, multiculturally equitable, and globally informed educational spaces and workplaces. SEED differs from other diversity programs in that SEED leaders do not lecture. Instead they lead their own colleagues in experiential, interactive exercises and conversation often stimulated by films and readings. This track deepens participants' understanding of themselves, expands their knowledge of the world, and points the way to making schools more inclusive.

3. **Seeking Educational Equity Through Diversity (SEED) 2 Track: Completers - 22**

Description: This track invites participants to continue to examine their professional and personal experiences using an equity-minded lens. As a result of completing this course, participants will be better equipped to support diverse perspectives and work effectively at Valencia in a pluralistic society by improving the multicultural experience for themselves and their students.

Student Success in Targeted Programs

The college's plan for 2020-21 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: LSAMP - Since its establishment in 2013, Valencia College has led the Central Florida STEM Alliance (CFSA) in creating and refining a comprehensive program across the three core areas of the national model: STEM academic integration, STEM social integration, and STEM professionalization. As data from this work suggest that LSAMP students at Valencia and in the CFSA would benefit from expanded programming that would engage them in exploring the opportunities and roles for STEM in addressing various issues of social justice, the new project will infuse a STEM and social justice focus in its engagement plans.

Through institution-specific and collaborative alliance efforts, the LSAMP Program at Valencia provided significant opportunities for racially and ethnically minoritized students at the college to enhance the STEM educational experiences of URM students at alliance institutions and support the successful transfer of URM students into STEM baccalaureate degree programs. Some of these activities included:

- Dedicated STEM advising to support students' academic, social, and professional integration in STEM.
- Facilitated transitioning to college through a Summer Bridge programs for incoming URM STEM.
- Organized a virtual conference, STEM Summit, for LSAMP students at Valencia and across CFSA.
- Collaboration with university partners to engage LSAMP students in summer 2021 research experiences.
- Sustained undergraduate research and peer mentorship, with students completing complex research projects despite challenges caused by the coronavirus pandemic.
- Faculty engagement in meaningful LSAMP co-curricular programming.

Through their engagement in LSAMP, Valencia College racially and ethnically minoritized students:
- Establish networks of peers and STEM professionals in the Central Florida region and across the nation.
- Receive invitations to present their research during LSAMP-specific conferences, as well as other regionaland national STEM conferences.
- Gain opportunity to apply for an international research experience in Costa Rica designed for and open to LSAMP undergraduate students only.
- Receive invitations to apply for LSAMP-only opportunities for scholarships through universities and non-profit STEM organizations and for internships at national laboratories.
- Connect across the nation with a wide range of undergraduate and graduate school personnel recruiting minoritized students in STEM.

A long-term look at the outcomes from the eight years the first two LSAMP operated at the college (Fall 2013 – Summer 2021) reveals the following:

- *Transfer:* Number of underrepresented minority (URM) STEM AA graduates transferring into baccalaureate-degree STEM programs at UCF increased by 99.3%, from 277 to 552.
- *Participation in High Impact Practices:* The number of students engaged annually in high impact practices increased steadily from Spring 2015 – Fall 2019, with students learning through academic year and summer undergraduate research, industry and agency internships, individual or small-group, mentored research projects, capstone projects, and e-portfolios.
- *STEM Conference Participation and Presentation:* Students attended local, regional, and national STEM conferences, with several students receiving multiple invitations to make poster presentations about their early undergraduate research during national conferences.

Qualitative data collected as part of a collegewide conversation about LSAMP at Valencia revealed the following assessments by faculty, staff, and administrators:

- LSAMP is a very focused program, implementing specific programming to support students and providing collegewide impactful opportunities that have not been available through other efforts.
- LSAMP blends open access to programming for all students with targeted support for URM students at the college.
- The collegewide implementation of LSAMP, including staffing, allows other, smaller STEM initiatives to connect in ways that other grants have not provided. In essence, LSAMP serves as the connective tissue for many other STEM initiatives at Valencia.

- LSAMP creates STEM pathways that start during the Summer STEM Institute and promote deeper engagement opportunities for students.
- LSAMP elevates STEM at the institution and provides a vehicle to envision STEM collegewide.

Student participation in the varied learning experiences (STEM conferences, speaker presentations, peer-led workshops, STEM club activities, and other programs) provided additional opportunities for students to engage in meaningful learning experiences that positively contributed to their sense of belonging in STEM, academic persistence, and successful transfer into a baccalaureate degree program in a STEM major. LSAMP continues to provide racially and ethnically minoritized students opportunity to persist and succeed along their STEM pathways.

New methods and strategies, if applicable.

Response: Click here to enter text.

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	Select one.		

Requirement	Response	Comments	Action
in terms of student completions across the aforementioned categories?			
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	0			
Visual Impairment	0			
Specific Learning Disability	2	2 Gordon Rule Math	AST1002/Astronomy ESC1001/Earth Science CGS2100/Computer Fundamentals and Applications SBM1000/Small Business Management	Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Orthopedic Impairment	**0**			
Speech/Language Impairment	**1**	**2 Foreign Language**	**EUH2000/Ancient and Medieval Western Civilization** **(Formerly Western Civilization I)** **Approved student has only completed 1 of 2 required courses**	**Foreign Language**
Emotional or Behavioral Disability	**1**	**2 GR Math**	**AST1002/Astronomy** **SBM1000/Small Business Management**	**Mathematics**
Autism Spectrum Disorder	**0**			
Traumatic Brain Injury	**0**			

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Other Health Impairment	**0**			

A full course substitution list can be found in Appendix 6.

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 2020	2	2
Spring 2021	2	0
Summer 2021	2	2
Total	6	4

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.		

College Annual Equity Update
2021-22 Template

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

Part VI. Gender Equity in Athletics

The college offers athletic programs: **No** 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.

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, 2019, through June 30, 2020, and July 1, 2020, through June 30, 2021

	2019-20				2020-21		
	Males	Females	Total		Males	Females	Total
Total Number of Athletes				Total Number of Athletes			
Percent of Athletes by Gender				Percent of Athletes by Gender			
Total Number of Enrollments				Total Number of Enrollments			
Percent of Enrollments by Gender				Percent of Enrollments by Gender			
Difference between the percent of athletes and the				Difference between the percent of athletes and the			

	2019-20			2020-21		
percent of students enrolled				percent of students enrolled		

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? **2019-20**: Select one. **2020-21**: Select one.

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

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 2021?	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	Select one.		

Requirement	Response	Comments	Action
continue efforts to achieve gender equity?			
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.		
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.		

FLORIDA EDUCATIONAL EQUITY ACT
2021-22 Annual EQUITY UPDATE REPORT
Signature Page

Valencia 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.

_____   _____
EQUITY OFFICER   DATE

_____   _____
COLLEGE PRESIDENT   DATE

_____   _____
CHAIR OF DISTRICT BOARD OF TRUSTEES   DATE

This concludes the 2021-22 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by April 29, 2022. Colleges may attach additional files (PDF or Word) as appendices.

FLORIDA EDUCATIONAL EQUITY ACT
2021-22 Annual EQUITY UPDATE REPORT
Signature Page

Valencia 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.

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

Ryan Kane   4/28/22
_____   _____
EQUITY OFFICER   DATE

_____   _____
COLLEGE PRESIDENT   DATE

_____   _____
CHAIR OF DISTRICT BOARD OF TRUSTEES   DATE

This concludes the 2021-22 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by April 29, 2022. Colleges may attach additional files (PDF or Word) as appendices.

Appendix 1 – Talent Acquisition Recruitment Resources

Valencia College Sponsored Job Boards

Higher education large job boards/ specific job posting resources with high diversity:

- • HigherEdjobs
- • The Chronicle of higher Education
- • LatinosinHigherEd - Latino Higher education
- • HBCUConnect – Historically Black Colleges and Universities

Diversity higher education

- JBHE – The Journal of Blacks in Higher Education
- WIHE – Women in Higher Education
- WIA – Women in Academia
- SACNAS - Society for Advancement of Chicanos/Hispanics and Native Americans in Science-

Veterans/ Diversity focused general job boards:

- • Hire a Hero - http://www.hireahero.org/
- • Military1 - https://www.military1.com
- • JOFDAV - https://www.jofdav.com/
- • RecruitABILITY - http://www.recruit-ability.com/index2.html
- • Kimble Group - https://kimblegroup.com
- • David Careers - https://davidcareers.com/
- • US Diversity https://www.usdiversity.com
- • African American Careers https://www.africanamericancareers.org
- • African American Jobs https://www.africanamericanjobs.org
- • Asian Careers https://www.asiancareers.org
- • Asian Workforce https://www.usd-asianworkforce.com
- • Asian Jobs https://www.asianjobs.org
- • Disability Jobs https://www.disabilityjobs.org
- • Disability Careers https://www.disabilitycareers.org
- • USD Veterans https://www.usd-veterans.com
- • Veteran Careers https://www.veterancareers.org
- • Veteran Jobs https://www.veteranjobs.org/   Feed
- • USD Disabled Vets https://www.usd-disabledvets.com
- • Gay Careers https://www.gaycareers.org
- • Gay Jobs https://www.gayjobs.org
- • Hispanic Careers https://www.hispaniccareers.org
- • USD Hispanic Workforce https://www.usd-hispanicworkforce.com
- • Hispanic Jobs https://www.hispanicjobs.org
- • Native American Careers https://www.nativeamericancareers.org
- • American Indian Jobs https://www.americanindianjobs.org
- • Senior Careers https://www.seniorscareers.org
- • Senior Jobs https://www.seniorsjobs.org
- • USD Working Women https://www.usd-workingwomen.com

- Woman's Careers https://www.womenscareers.org
- Women's Jobs https://www.womensjobs.org
- US Diversity https://www.usdiversity.net
- US Diversity https://www.usdiversity.org

Local Outreach

- Careersources (Central Florida, Brevard, Polk, Flager Volusia, Pasco Hernando counties, multiple locations)
- Job link (orange, Brevard counties)
- Workforce Central Florida
- Goodwill industries
- Catholic Charities
- Goodwill Self Sufficiency Job Centers
- Center for independent living
- Central Florida Urban League
- Metropolitan Urban League
- Division of Vocational Rehabilitation (locations within 50 miles radius)
- Division of Vocational Rehabilitation Florida Department of Education
- Chamber of commences (various)
- Orlando VA Medical Center
- Veterans Center
- Veterans Memorial Center
- Women's Resource Center

Association/ Group specialized job boards

We presently work with 250+ groups and professional associations on a regular basis for faculty recruitment or hard to fill positions, to mention a few sites:

- AIR – Association for Institutional Research Association
- AIGA – the professional association for design
- Audio Engineer Society
- FNA- Florida Nurses Association
- ASEE – American Society of engineering education
- ALA – American Library Association
- FRID -Florida Registry of Interpreters of Deaf
- CLAM - Clinical Laboratory Management Association
- ANA- American Nurses Association
- AMS – American Mathematical Society
- MAA - Mathematical Association of America
- NSTA – National Science Teacher Association
- Health Careers – Allied health and Nursing
- SLA – Special Libraries Association
- AAPT - American Association of Physics Teachers

- The chronicle of Philanthropy
- ITC - Instructional Technology Council
- UFVA – University and Film &Video Association
- TESOL – English of speakers of other languages
- HERC- Higher Education Recruitment Consortium

Diversity higher education groups/ association targeted to reach URMs:

- HACU – Hispanic Association of Colleges and Universities
- SACNAS.org – Advancing Chicanos/Hispanics & Native American in Science
- AABHE - American Association of Blacks in Higher Education
- AAHHE - American Association of Hispanic in Higher Education –
- Central Florida Black Nurses Associate of Orlando
- JBHE- the journal of blacks in higher Education
- WIA – Women in Academia
- NSBE – National society of black engineers
- AWM –Association for women in Mathematics
- SWE – Society of Women Engineers

Colleges/ Universities Career sites

Handshake – School Network totaling **582** Colleges and Universities and growing.

Handshake is the fast and powerful recruiting platform for sourcing students and alumni. It uses cutting edge technology to better connect employers with qualified candidates.

We use Handshake to post job and register for career fairs, advertise our events, and message students and alumni who meet your qualifications. This is a great way to promote Valencia College.

Appendix 2 – Valencia College Provost Search Information

NOV
16

Provosts Search Update: Plans for the Finalist Stage, Our Inclusive, Equity-minded Search

Tuesday, November 16, 2021

A Message from Kathleen Plinske, College President, Isis Artze-Vega, Provost and Vice President, Academic Affairs, and Lauren Thomas, Inaugural Presidential Fellow

Our search for five provosts is well underway. As we shared earlier, the search launched on Wednesday, September 15, 2021, and was open until Monday, October 18, 2021. This communication provides a progress update and an overview of the upcoming finalist stage of the process. It also describes how we have upheld our commitment to conducting an inclusive, equity-minded search and the composition of our search committee and advisory teams.

Progress Update and Upcoming Finalist Stage

As a result of our intentionality in constructing the job description and other search materials (including the position website and profile), as well as in recruitment and candidate outreach, we attracted a total of 227 applications, 163 of which met our minimum requirements. We were extremely pleased with the depth and diversity, both in ethnicity and gender, of the applicant pool.

Over the past several weeks, the search committee has met to:

- Establish the criteria for evaluating candidates considering and prioritizing the job functions, knowledge, skills, abilities, required and preferred qualifications, and desired candidate characteristics
- Engage in deep reflection and to challenge one another to think beyond the traditional notions of merit and fit
- Draft plans for the remaining phases of the search, all the way to the finalists' visit to our campuses
- Identify which candidates will be invited to the next phase of the process

In late October, 71 candidates were invited to participate in an asynchronous digital interview via HireVue. Just this week, the search committee met to provide their feedback. Finalists have been identified, and our Organizational Development and Human Resources team has begun reaching out to them regarding the finalist stage. **We anticipate finalist interview open forums during the week of Monday, November 29 through Friday, December 3, 2021. Faculty Forums are tentatively scheduled from 10 a.m. – 2 p.m. and Employee Forums are scheduled from 11 a.m. – 3 p.m. throughout the week.** Please save the dates, so that you can participate and provide us with your feedback. It will be extremely helpful in making the final decisions.

Filter by:

Explore these topics:

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Energy Saving Tips
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Global Experiences
Governance
Groups & Associations
Human Resources
Opportunity and Equity
Policy
Procurement
Students
Supervisor Support
Sustainability
Teaching and Learning
Technology
Wellness

The Grove Archive:

An Inclusive, Equity-minded Search

This search has been designed and conducted in a way that enacts our commitment to inclusion and equity-mindedness, guided in part by the recommendations of the Equity-mindedness in the Employee Experience work team.

Key steps that exemplify inclusion and equity-mindedness:

- The development of a new job description, one that explicitly requires "experience creating and/or leading initiatives and programs that have contributed to an inclusive, diverse and equity-minded working and learning environment" as well as the expectation that candidates have "knowledge of and [a] commitment to inclusive, equity-minded, culturally responsive, asset-based and/or justice-oriented practice"
- The identification of a search committee that includes individuals with diverse identities who bring varying and valuable voices, knowledge and perspectives to the process
- Required committee member training on inclusive searches and the role of unconscious bias
- The use of standardized rubrics to guide the evaluation of applications, to minimize the impact of unconscious bias
- The creation and utilization of standardized rubrics (based on a prioritization of the knowledge, skills, and abilities outlined in the job description) to evaluate the applicants and to minimize the impact of unconscious bias

Search Committee and Advisory Teams Named

Designed through the lens of inclusion and equity, the provost search process includes the establishment of a search committee and five advisory teams to support the search. The search committee consists of 18 members representing a wide variety of roles at the College, including representation throughout campuses, divisions and disciplines. The individuals named to the search committee were selected based on their response to the self-nomination survey included in the College Update email from College President Kathleen Plinske on Wednesday, August 18, 2021, and the corresponding article that was published in The Grove. This committee is charged with supporting the discernment process and providing feedback throughout.

The advisory teams are charged with helping to design the on-campus engagement opportunities for the provost finalists and to provide feedback from the perspective of the student demographics, program mix and community needs in their region or division. The individuals named to the five Advisory Teams were selected based on a combination of role and response to the self-nomination survey. For a list of search committee members and advisory team members, click here.

If you have any questions about the search process, please don't hesitate to reach out to me directly at iartzevega@valenciacollege.edu, or Carla McKnight, vice president, organizational development and human resources, at cmcknight5@valenciacollege.edu or 407-582-1756.

Appendix 3 – Valencia College Policy Development and Review Article

OCT
14

Policy Update: How Are College Policies Developed, Reviewed and Updated?

Wednesday, October 14, 2020

In this Policy Update series, you'll receive information about recently updated, repealed or approved policies to ensure you are kept abreast of key policy changes. We are excited to provide you with relevant and timely policy information to assist you in your role and your team's contributions to the College.

By Michelle Sever, Director, Policy and Special Projects

At the June District Board of Trustees meeting, several Volume 1 policies surrounding the College's governance structure were approved. To complement those policies, a final governance policy was approved at the September board meeting. College Policy 1-09 Policy Development, Review and Approval provides five main features:

- Updates and reflects current and emerging procedures on policy development at Valencia by distinguishing policies approved by the District Board of Trustees from department procedures, catalogs, handbooks, etc.;
- Formalizes the College's shared governance of providing the Faculty Council the opportunity to review and comment on policies before they are presented to the DBOT for consideration and approval. The procedures also outline a three-stage Faculty Council review process that includes the creation and use of a faculty Policy Review Committee;
- Mandates a regular, continuous and systemic review at least every three years for policies and every two years for procedures;
- Authorizes minor policy adjustments without the requirement of Board consideration and approval. Examples include non-substantive and routine changes to language with respect to updating references to organizational structures, position or office titles, laws, rules or policies; and grammatical, punctuation or clerical errors;
- Formalizes the requirement of policy development and review effectiveness in alignment with College strategic priorities, including equity/inclusion, learning, affordability and sustainability.

In addition, following College President Sandy Shugart's announcement of the College's initiative to deepen our commitment to the practice of equity, the Office of Policy and General Counsel is working on this new direction in a collaborative development of rubrics to support the College's strategic priorities such as student learning, affordability, sustainability, and equity/inclusion. This

purposeful operational and strategic development and review of policies supports the College's mission, vision and shared governance.

For more information on how College policies are approved, see College Policy 1-09 Policy Development, Review and Approval. For additional questions, contact Bill Mullowney, vice president, policy and general counsel, at bmullowney@valenciacollege.edu or 407-299-5000, extension 3411.

More from my site

Policy Update: Governance Structure

A New Series on Valencia Policy Updates is Coming Your Way

Policy Update: Answering Your Questions on the Part-Time Faculty Paid Time Off Approval Process

Policy Update: Parenting Leave

Policy Update: Student Code of Conduct

Policy Update: Lump Sum Degree Recognition for Staff Employees

Related Tags: policy update

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Name	Email	Website (optional)
Displayed next to your comments.	*Not displayed publicly.*	*If you have a website, link to it here.*
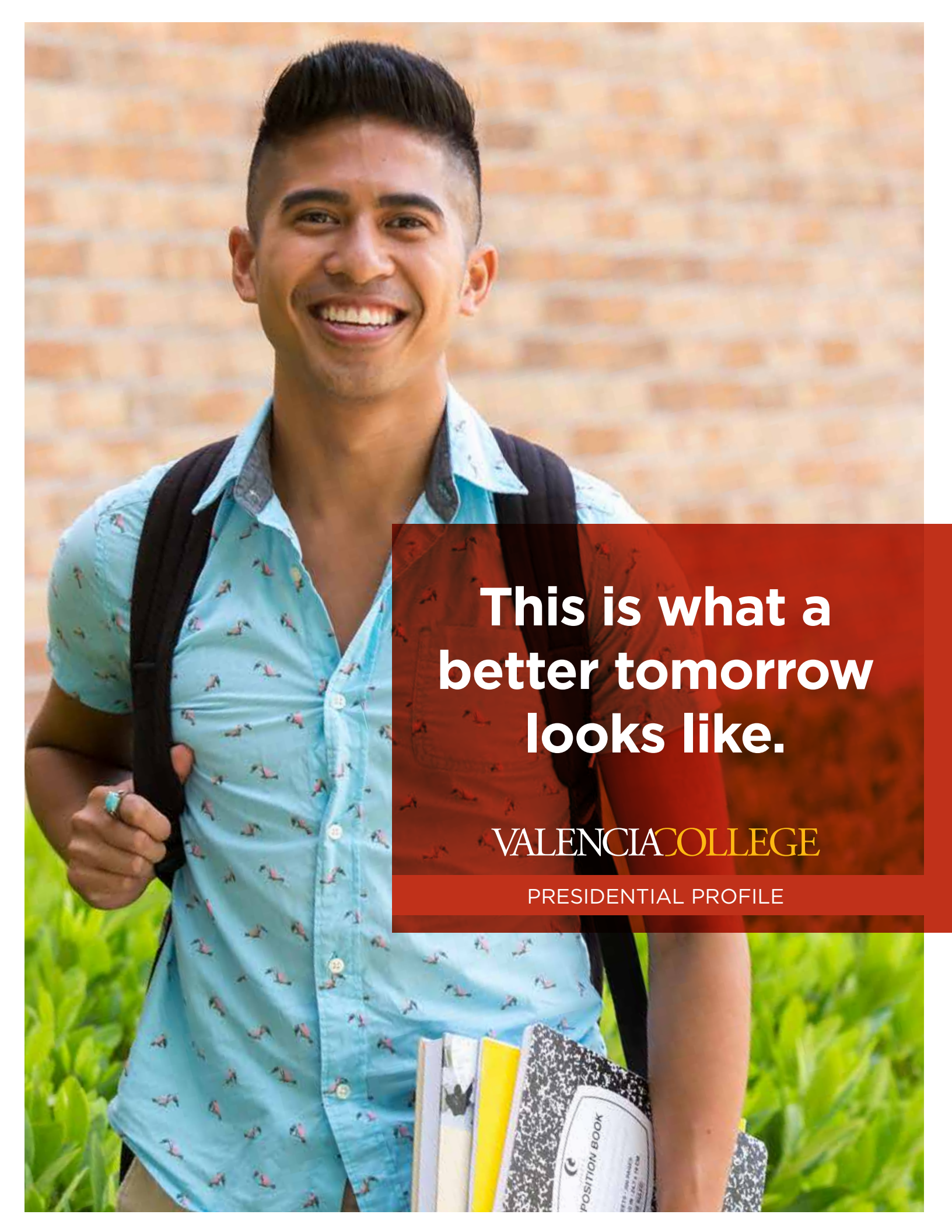
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Comments by

Appendix 4 – Valencia College Presidential Search Information

This is what a better tomorrow looks like.

VALENCIACOLLEGE

PRESIDENTIAL PROFILE

Welcome to the place where
tens of thousands dream and study.

Learn and grow. Succeed and celebrate.

Where a supportive community is an
active partner in the commitment to excellence.

Where together, we transform lives,
broaden horizons and build character.

Where better tomorrows are realized,
one day at a time.

This is Valencia College. Welcome.

Table of Contents

Our student success stories are countless.
Help lead the way.

You are invited to join Valencia College for an amazing leadership opportunity to continue the work of innovation and making better tomorrows possible for our students.

Strengthen our long legacy of expanding access, cultivating innovation and creating impact as the next President and Chief Executive Officer of Valencia College — succeeding Dr. Sandy Shugart, who will retire after more than 20 years of distinguished service.

This is where it happens.

Our Valencia College

Valencia College is a large, diverse, multi-campus community college serving Orange and Osceola counties in Central Florida.

As the second largest state college in Florida, Valencia College serves over 75,000 students per year. The College offers more than 120 programs, including two- and four-year degrees, accelerated training and continuing education.

This is the place where we understand the importance of cultivating an environment that fosters collaboration, creativity and a true work/life balance. Valencia College is the inaugural winner of the Aspen Prize for Community Colleges and was recognized as one of "The Great Colleges to Work For" by the Chronicle of Higher Education.

THE COLLEGE AT-A-GLANCE

76,329	120	13,000
enrolled students during 2019-2020	programs including two- and four-year degrees	students graduate annually
623	**2,222**	**2,782**
full-time faculty	part-time faculty	full- and part-time staff

Our Vision

Valencia is a premier learning college that transforms lives, strengthens community and inspires individuals to excellence.

Our Mission

Valencia provides opportunities for academic, technical and life-long learning in a collaborative culture dedicated to inquiry, results and excellence.

Our Commitment

To improve quality of life through access, expanded opportunities and well-being in Central Florida.
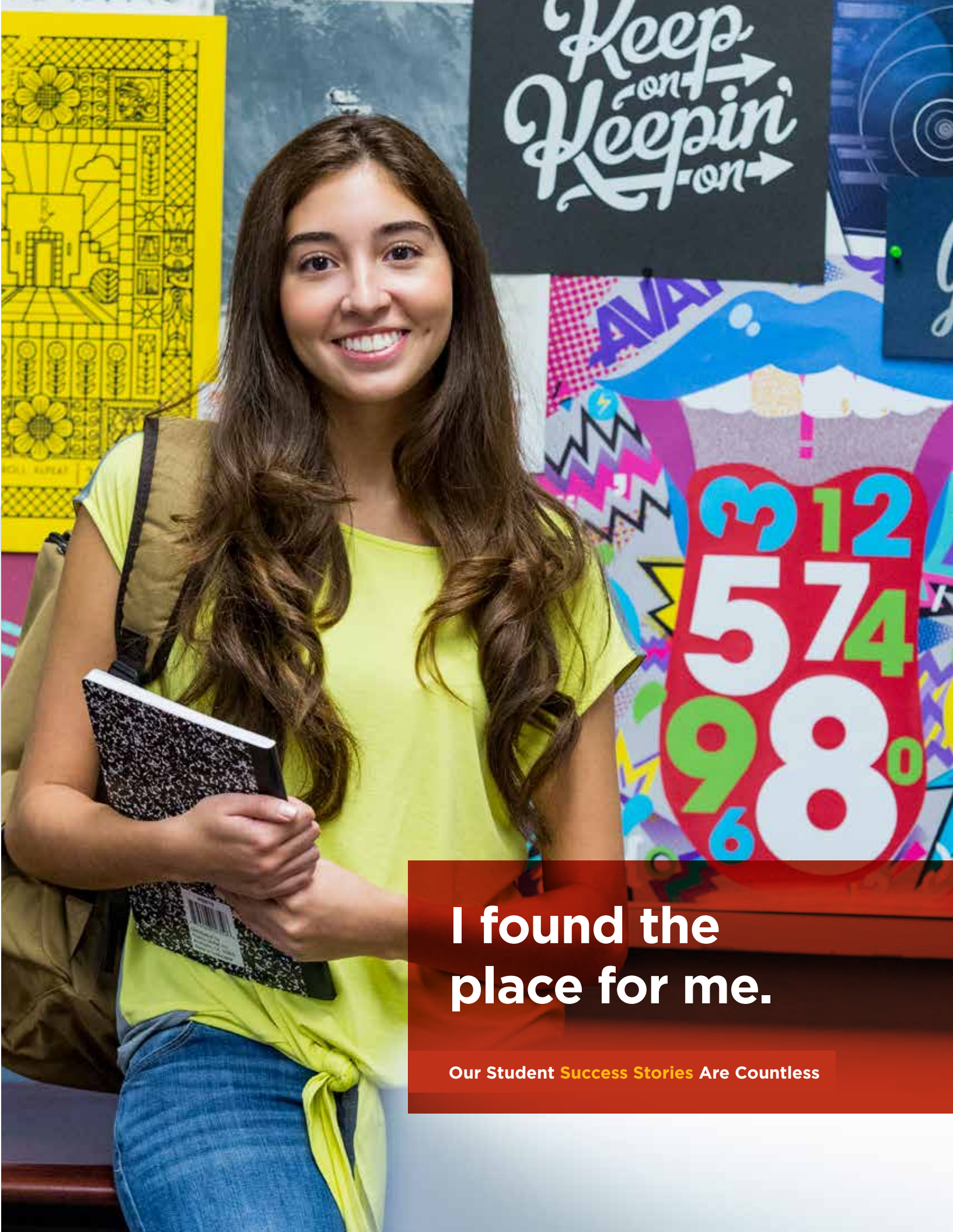
I found the place for me.

Our Student Success Stories Are Countless

I was welcomed into this community... this family.

Our Student **Success Stories** Are Countless

Our Values

Learning by committing to Valencia's core competencies — Think, Value, Communicate and Act — and the potential of each person to learn at the highest levels of achievement for personal and professional success.

People by creating a caring, inclusive and safe environment that inspires all people to achieve their goals, share their success and encourage others.

Diversity by fostering the understanding it builds in learning relations and appreciating the dimensions it adds to our quality of life.

Access by reaching out to our communities, inviting and supporting all learners and partners to achieve their goals.

Integrity by respecting the ideas of freedom, civic responsibility, academic honesty, personal ethics and the courage to act.

Our Strategic Pillars

Build Pathways
• Remove barriers to college.
• Create connections that raise personal aspirations of students and enable them to achieve their aspirations.
• Develop and renew programs.

Learning Assured
• Create optimal conditions for student learning.
• Partner with students to improve their contribution to achieving their potential.
• Close achievement gaps.

Invest in Each Other
• Strengthen our collaborative institutional culture to foster deep stewardship of our work.
• Support the professional development, career growth and healthy lives of Valencia's employees.

Partner with the Community
• Cooperate with community partners in meeting students' needs and College goals.
• Involve the College in meeting the community's needs and goals.

Our Big Ideas

At Valencia College, we believe deeply that anyone can learn anything under the right conditions. This belief, or, as we like to call it, "Big Idea," serves as a foundational principle upon which we have built our working theories, innovations, authentic transformational change and extraordinary learning results.

In 1995, the College launched the "Learning Centered Initiative." Initially funded by Title III and Title V grants and by the Kellogg Foundation, the Learning Centered Initiative was designed to institutionalize effective innovations and to focus on improving measurable outcomes for students. This initiative laid the groundwork for future student success initiatives and served as a testing ground for many of the participatory processes that still drive the development of initiatives today.

Over time, these conversations gave rise to a set of "working theories" about how students learn, how the College can best support student engagement and success, and the requirements of systemic institutional change. These working theories have been tested and adjusted, and have emerged into a growing list of "Big Ideas." These Big Ideas are foundational to the Valencia College culture and are manifested in the language, principles and practices that guide campuses and departments as they set goals and plan initiatives.

Continued on the following page.

Our Big Ideas *(continued)*

Anyone can learn anything under the right conditions
Students have the biological gifts, the inherent capabilities to learn anything they are taught. Our task as a college is to partner with the learner, who controls many but not all of these conditions, to create the best conditions for student success.

Start right
The greatest challenge and opportunity for improvement in student success and graduation at Valencia College is at the beginning of every new experience a student has at the institution.

Connection and direction
Students must make a personal connection very early in their experience at the College with staff, with faculty and with other students. Students need clear direction and a plan to graduate as soon as possible in their college career.

The College is how the students experience us not how we experience them
Students are unique individuals and they experience college in powerfully personal ways. Measures of success should be found in what students' experience.

The purpose of assessment is to improve learning
The most important beneficiaries of authentic assessment are the learners and those who facilitate learning. Establishing clear learning expectations and identifying the methods of assessments are essential steps to creating partnerships between groups that can improve learning.

Collaboration
The best ideas are formed and embraced when everyone collectively contributes to a shared purpose through an ongoing dialogue. All of the Big Ideas depend on authentic collaboration for their legitimacy.

These are a few, among several Big Ideas, that have made, and continue to make, a difference in the efforts of the College to make dramatic and sustained progress in student learning. We should emphasize that these ideas have emerged from deep discourse, important stories, long reflection, iterative and inclusive planning, and, most important, deep collaboration within our organization. The ideas themselves may have some value, but their power to engage, change, sustain, redirect, unify and encourage our work is rooted in the authenticity of their origins in our ongoing conversation.

Our Team
The Valencia College community comprises more than 5,000 faculty and staff who share a deep commitment to our mission. In fact, many of our colleagues are Valencia College alumni. Though we work at different locations and serve in a wide variety of capacities, we are united in our passion for serving our students as they pursue their educational goals.

Faculty
We are fortunate to have an outstanding faculty whose practice is rooted in the scholarship of teaching and learning and whose commitment to student access and success is second to none. Full-time faculty (623 total, of which 514 are tenured/tenure-earning), who teach approximately 60% of our class sections each year, and part-time faculty (more than 2,000 total each year) invest significantly in their professional development grounded in the essential competencies of a Valencia College educator.

Staff
From supporting the operations of our facilities to establishing meaningful connections with our students, the 1,328 full-time and 1,529 part-time staff members on our team play a crucial role in helping our students succeed. Our staff serves in a variety of capacities including student and academic affairs, global professional and continuing education, business operations and finance, analytics and planning, public affairs and marketing, organizational development and human resources, policy and general counsel, and the Valencia College Foundation.

I knew right away that I, and my peers, belong here.

Our Student Success Stories Are Countless

I never knew how much I could achieve until now.

Our Student Success Stories Are Countless

Our Shared Governance and Collaborative Leadership

Early in the journey toward becoming a learning-centered college, we discovered the power of collaboration in reshaping both the day-to-day practices of the College as well as the underlying cultures that most affect learners' experiences. Over the past two decades, our commitment to designing our work and making decisions about major, systemic change through collaboration has deepened. Our shared governance and collaborative leadership model guides our process for planning, designing, selecting and assessing our most significant work, and affirms our commitment to engaging one another in authentic dialogue, thoughtful planning and effective decision-making as we focus our efforts and resources on student access and learning success. Our model includes:

District Board of Trustees

The Valencia College District Board of Trustees comprises no less than five and no more than nine citizens from Orange and Osceola counties, who are appointed by the governor of Florida. Meeting in regular sessions, these civic-minded individuals contribute their time and talent to guiding the development of Valencia College so that it remains responsive to the educational needs of its local community. The trustees are legally vested with decision-making power in all matters of College policy, programs, building, budget and personnel. The members of the board are some of our most enthusiastic supporters of efforts to provide affordable educational opportunities that are meaningful to student aspirations and the needs of the local community.
See https://valenciacollege.edu/about/board-of-trustees/

Faculty Leadership

The Collegewide Faculty Association represents Valencia College faculty through seven campus assemblies. Representatives from the campuses meet as the Faculty Council and function as a governing council of the College on issues concerning faculty. The Faculty Council has two primary responsibilities: 1.) provide the official voice of the faculty; and 2.) be stewards of faculty engagement. Faculty Council leaders serve for three consecutive years as vice president, president and past president.

Leadership Forum

The Leadership Forum meets to communicate, celebrate and explore together in ways that align leadership from deans and directors to the senior team, keeps the working theories and Big Ideas in front of everyone, and connects the dots between projects and issues and the overall strategy and narrative. The Leadership Forum comprises all administrators, the full Faculty Council and staff representatives.

Learning Council

The Learning Council is responsible for leading the College's work toward achievement of the core mission: learning. The council comprises a broad cross-section of College leaders who work most closely with student learning efforts.

Council Officers' Coordination Team

The Council Officers' Coordination Team oversees collaborative work teams commissioned by the governance councils. The team assesses and assigns new work for consideration by a particular council and ensures that work is not being addressed by multiple councils at once. The Council Officers' Coordination Team is also responsible for scheduling the annual planning retreat for all members of the three governance councils, when new members are trained, revisions to the new governance system are determined and the agenda for the year is planned.

Our Accreditation

Valencia College is a member of the Florida College System, a network of 28 state colleges under the purview of the Florida Department of Education, and is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and bachelor's degrees.

This is why we do it.

Dalton Joseph
Distinguished Graduate
2019

Our Students

This is a place where educational opportunity extends to all. Of the 76,329 students we served in 2019–2020, 34.5% were enrolled full-time, and 65.5% were enrolled part-time. A diverse population, with 39.3% Hispanic, 26.2% Caucasian, 17.1% African American and 4.7% Asian students, we also welcome students from over 105 countries to our campuses. About half of our students are the first generation in their families to attend college.

This is a great place for all students to learn. A place that is uniquely positioned to offer access to everyone. Where each day begins by proudly serving students of any race, gender, age, disability and other minority groups.

At Valencia College, we don't take our responsibility to provide an open-access education lightly. Whether it's helping students land a dream job or continue on to the university of their dreams, we do everything in our power to make that possible for each and every one of our students.

Dalton Joseph, one of our Distinguished Graduates, came to Valencia College with one goal: to beat the odds. Growing up as the son of Haitian immigrants, from a family splintered by divorce, he faced long odds. To make matters worse, he was surrounded by violence — living in an apartment where a man was murdered outside the front door, and later in a neighborhood where breaking into houses was considered a better job for a teen than mowing grass or washing cars.

Eager to make money — yet uninterested in jobs like cutting grass — Joseph fell in with a gang of young men breaking into homes. "I was going down a dark path," he says now, "and yet the deeper I got into the juvenile system, the more desperate I felt. There was no turning back."

But when a close friend died, leaving behind a baby he would never know, and his older brother was sent to prison with a sentence of more than 40 years, Joseph took stock of his life. "I asked myself: 'Do you want to be next?'"

Fueled by determination, Joseph earned his GED and later won a Bridges to Success scholarship and started classes at Valencia College.

"Most of all, I want to be a symbol of hope and change."

Dalton Joseph
Distinguished Graduate, 2019

Our Student Success Stories Are Countless
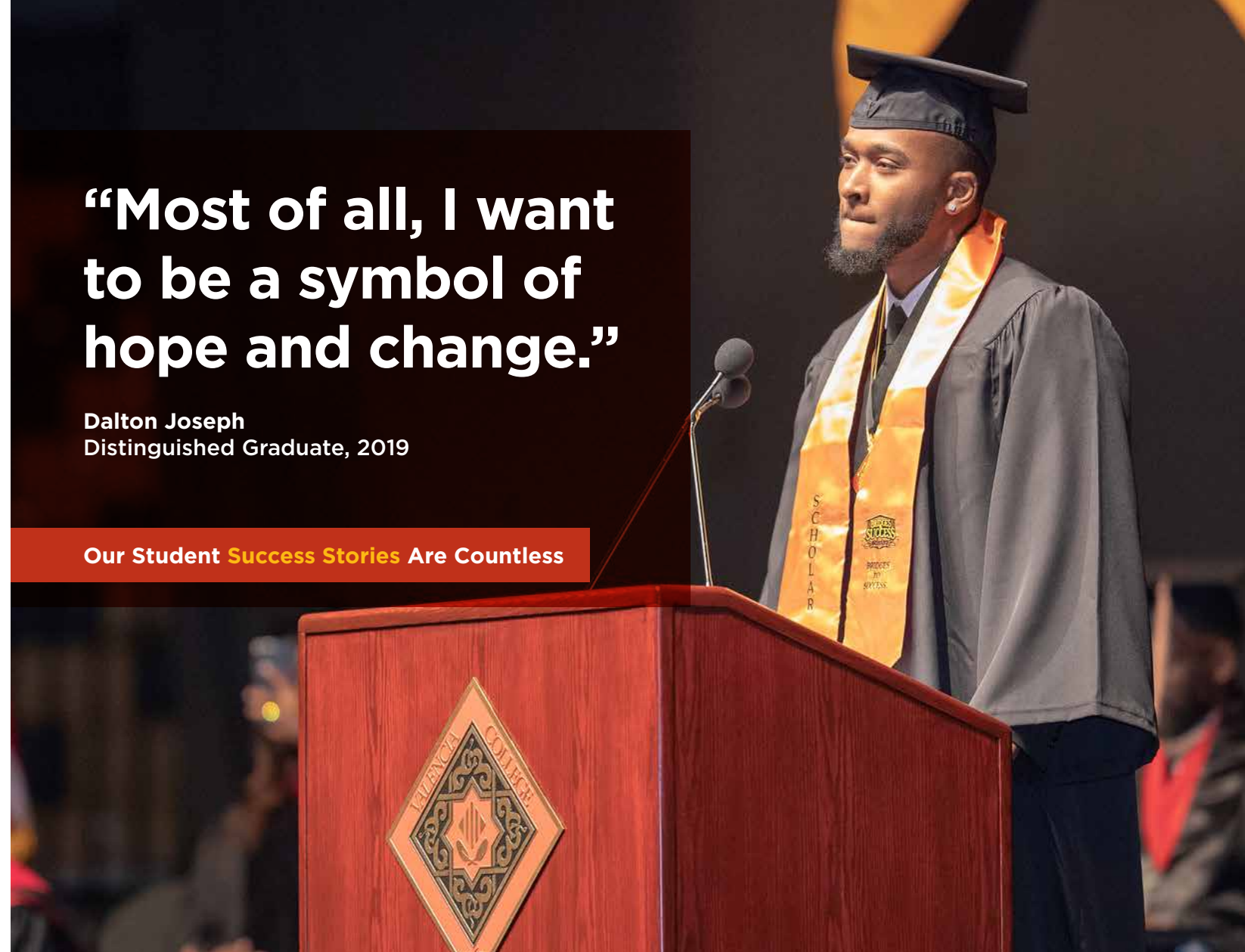
He became a member of the West Campus Student Government Association and was invited to become a member of Phi Theta Kappa, the national honor society for students at two-year colleges. He also represented Valencia College at national conferences on race and ethnicity and college leadership.

Today, he works at a community center part time and regularly volunteers at Evans High School, where he shares his story and his message of resilience with current high school students. What he wants most of all, says Joseph, "is to be a symbol of hope and change."

And what better symbol than a 22-year-old who has already beaten the odds — becoming the first in his family to earn a college degree, graduating with a 3.8 GPA and headed for a career where he can change lives?

Stories like Joseph's are the stories that inspire us to be who we are, and to continue identifying and creating the conditions necessary to support our students' learning and success. Read more Distinguished Graduate stories here: **https://valenciacollege.edu/foundation/alumni/distinguished-graduate/**

This. Right here.

Our Programs

As an open-access institution, Valencia College exists to provide educational pathways that help students transition directly into future educational opportunities or into high quality, family-sustaining jobs. Whether our students are planning to transfer to a university or enter directly into a career, we offer a degree to get them there and at half the cost of a state university.

Valencia College offers a comprehensive range of programs, including associate and bachelor's degrees (A.A., A.S., B.A.S. and B.S.), career technical certificates, Accelerated Skills Training and continuing professional education. Often recognized as one of the top community colleges in the nation, we award more associate degrees than any other community college in the nation, with graduates going on to successful futures. A.S. degree graduates have a 94% job-placement rate with an average annual salary of about $46,000.

Associate in Arts Degrees

The general studies A.A. provides a basic liberal arts education, with courses focused in five key areas: communications, humanities, mathematics, science and social science.

Associate in Science Degrees

Valencia College offers a variety of two-year Associate in Science (A.S.) degree programs in areas such as allied health; arts, entertainment and communication; business, management and administration; criminal justice and paralegal studies; engineering technology; fire services; hospitality and culinary; information technology; plant science and agricultural technology; and nursing. These degree programs are designed to prepare students for immediate employment in a specialized career. For a complete list of A.S. programs, visit **https://catalog.valenciacollege.edu/degrees/associateinscience/**

Certificate Programs

Our certificate programs prepare students to enter a specialized career field or upgrade their skills for job advancement. Most can be completed in one year or less. Credits earned can be applied toward a related A.S. degree program. Valencia College offers 91 certificates, including accounting, entertainment, criminal justice, real estate, human resources and office management, among others. For a complete list of certificates, visit **https://catalog.valenciacollege.edu/degrees/certificateprograms/**
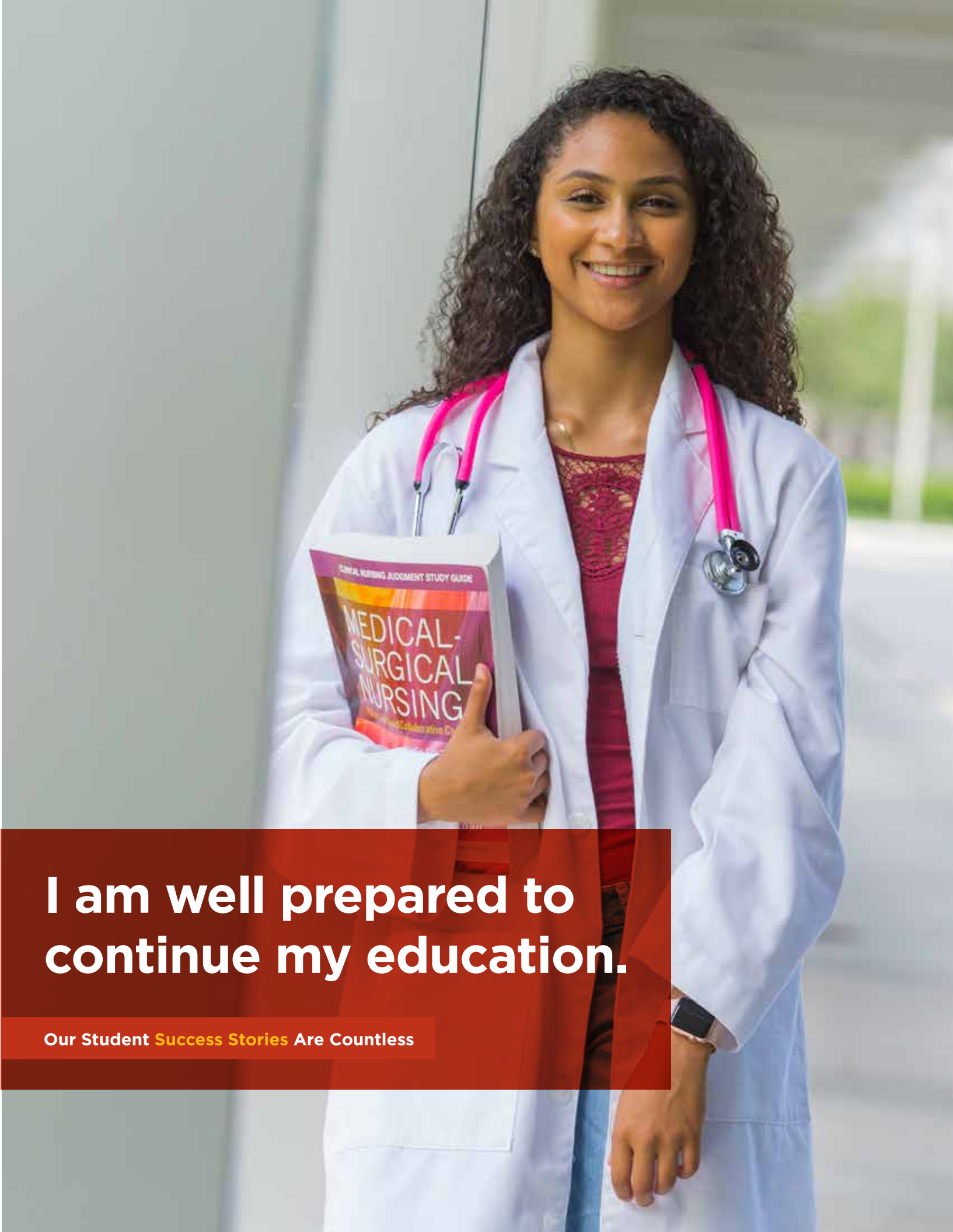
I am well prepared to continue my education.

Our Student Success Stories Are Countless

Me convertí en un modelo a seguir para mis hijos y mi comunidad.

Our Student Success Stories Are Countless

Bachelor's Degrees

Valencia College began offering baccalaureate degrees in 2011; enrollment in bachelor's degree programs has grown dramatically over the last five years, from 287 in the fall of 2015 to 1,666 in the fall of 2019.

The six bachelor's degree programs offered by the College are Bachelor of Applied Science in Business and Organizational Leadership; Bachelor of Applied Science in Computing Technology and Software Design; Bachelor of Science in Cardiopulmonary Sciences; Bachelor of Science in Electrical and Computer Engineering Technology; Bachelor of Science in Radiologic and Imaging Sciences; and Bachelor of Science in Nursing. For more information about bachelor's degree programs, visit **https://catalog.valenciacollege.edu/degrees/bachelorofscience/**

CONTINUING EDUCATION

Continuing Education provides non-degree programs, including industry-focused training, professional development, language courses, certifications and custom course development for organizations.

Accelerated Training Skills Programs

The Accelerated Skills Training programs provide intensive, hands-on training to prepare students for jobs and careers in the areas of advanced manufacturing, construction, healthcare, and transportation and logistics. Importantly, these programs are completed in a short amount of time and are aligned with industries that CareerSource Central Florida has identified as high growth and in high demand. This provides a direct and rapid path to expanded economic opportunities for our students.

Language Programs

Continuing Education provides a variety of language programs, products and services to help individuals learn another language whether for personal or professional reasons. We have extensive instructor-led programs in English, Spanish and Portuguese, as well as a variety of online language courses. The goal of these courses is to help students communicate in the target language across a wide range of topics.

Professional Continuing Education

Continuing Education offers a wide range of courses, seminars and certification programs to help students grow personally and professionally.

Customized Employee Development Programs

Continuing Education offers a wide range of customizable programs for organizations — from language training and technical skills to leadership development. These programs provide hands-on training to learn industry standards and expand workplace skills needed for professional advancement, as well as talent development and retention.

For more information about Continuing Education programs, visit **https://valenciacollege.edu/continuinged**

This is the time and place.

Our Community

Valencia College is a learning-centered community made up of talented, committed and inspiring individuals who collectively make a positive impact in the lives of our students. Our learning community is large and diverse, with multiple campus locations throughout Orange and Osceola counties, where we serve 29.1% of high school grads from Orange County and 34.8% from Osceola County.

We have invested strategically in our partnerships with Orange County Public Schools and the School District of Osceola County to increase the college-going rate of recent high school graduates. As a result of these partnerships, the proportion of graduating seniors enrolling in a public, postsecondary institution in Florida from Orange and Osceola counties has increased at a higher rate than the state average.

Orange and Osceola counties are an integral part of Metro Orlando, the nation's fifth fastest-growing metropolitan area, with a population of nearly 2.6 million. One of the world's most popular travel destinations, the area features many of the globe's leading theme and water park attractions, including the Walt Disney World Resort. In 2019, Valencia College opened the Downtown Campus, a collaboration with the University of Central Florida (UCF), featuring the Walt Disney World® Center for Culinary Arts and Hospitality. Metro Orlando also has an attractive business climate. More than 150 international companies, representing 20 countries, have facilities in the area. Metro Orlando has led the nation in job growth for four consecutive years.

Osceola County continues to become more diverse as new residents arrive from locations beyond the other 49 states. In Osceola County, 49.97% of residents speak only English, while 50.03% speak other languages. Spanish is the language spoken by the largest group (43.64% of the population), according to the United States Census Bureau.

50%
of Osceola County residents speak other languages.

#5
Metro Orlando is the nation's 5th fastest-growing metropolitan area.

2.6M
Population of Orange and Osceola counties

150+
Over 150 international companies have facilities in the area.
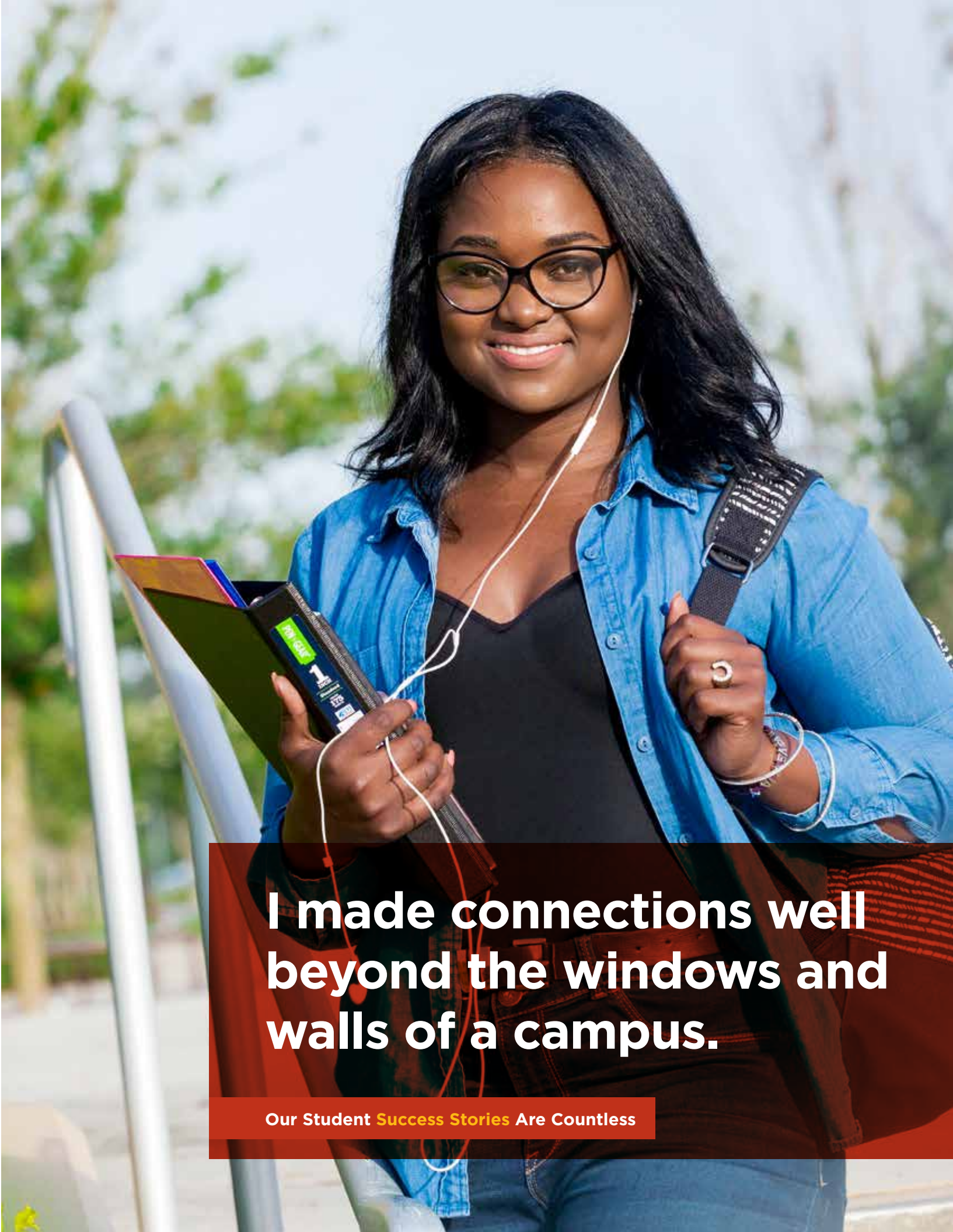
I made connections well beyond the windows and walls of a campus.

Our Student Success Stories Are Countless

Our Campus Locations

Downtown Campus

The Downtown Campus, a partnership with UCF, provides students an opportunity to live and learn in downtown Orlando. Our only location to offer on-campus housing, this campus is a great fit for students who want to study in a centrally located setting and have a variety of options for activities on nights and weekends.

East Campus

East meets art at the campus that is home to our School of Arts and Entertainment. This creative atmosphere encourages a sketch or two from the banks of the Little Econlockhatchee River. Only a few minutes from UCF, it's convenient for students taking general education classes and earning A.A. degrees.

Lake Nona Campus

Lake Nona's close ties to the Medical City put the focus on future careers in medicine and biotechnology. Through a partnership with Lake Nona High School, students can earn a Valencia College degree while they're simultaneously getting their diplomas.

Osceola Campus

Osceola is equipped with the latest training technologies and labs for biology, chemistry and physics. It also has the College's largest library and a huge green screen to create custom video presentations. Plus, with UCF bachelor's programs offered on site, students can start and keep on studying here.

Poinciana Campus

Our Poinciana Campus houses a robust selection of classrooms, amenities, labs and a state-of-the-art culinary kitchen — providing Poinciana residents with access to all the College has to offer. And with Accelerated Skills Training programs, students can train for a higher wage career in just weeks.


School of Public Safety

Valencia College School of Public Safety provides comprehensive education, training and resources for our community's first responders — helping Central Florida maintain the finest in public safety services to protect its booming visitor and residential populations.

West Campus

West Campus is home to our high-tech programs like engineering, architecture, math and health sciences. And it features advanced technology inside some of the newest LEED certified green buildings. Additionally, we offer UCF degree programs on campus, allowing students to easily transition from Valencia College to UCF without leaving campus.

Winter Park Campus

Winter Park Campus is a central, convenient, tucked-away powerhouse of learning nestled into one of the most picturesque cities in America. This campus is home to the Jeffersonian Honors Program, which is focused on producing active, global citizens.
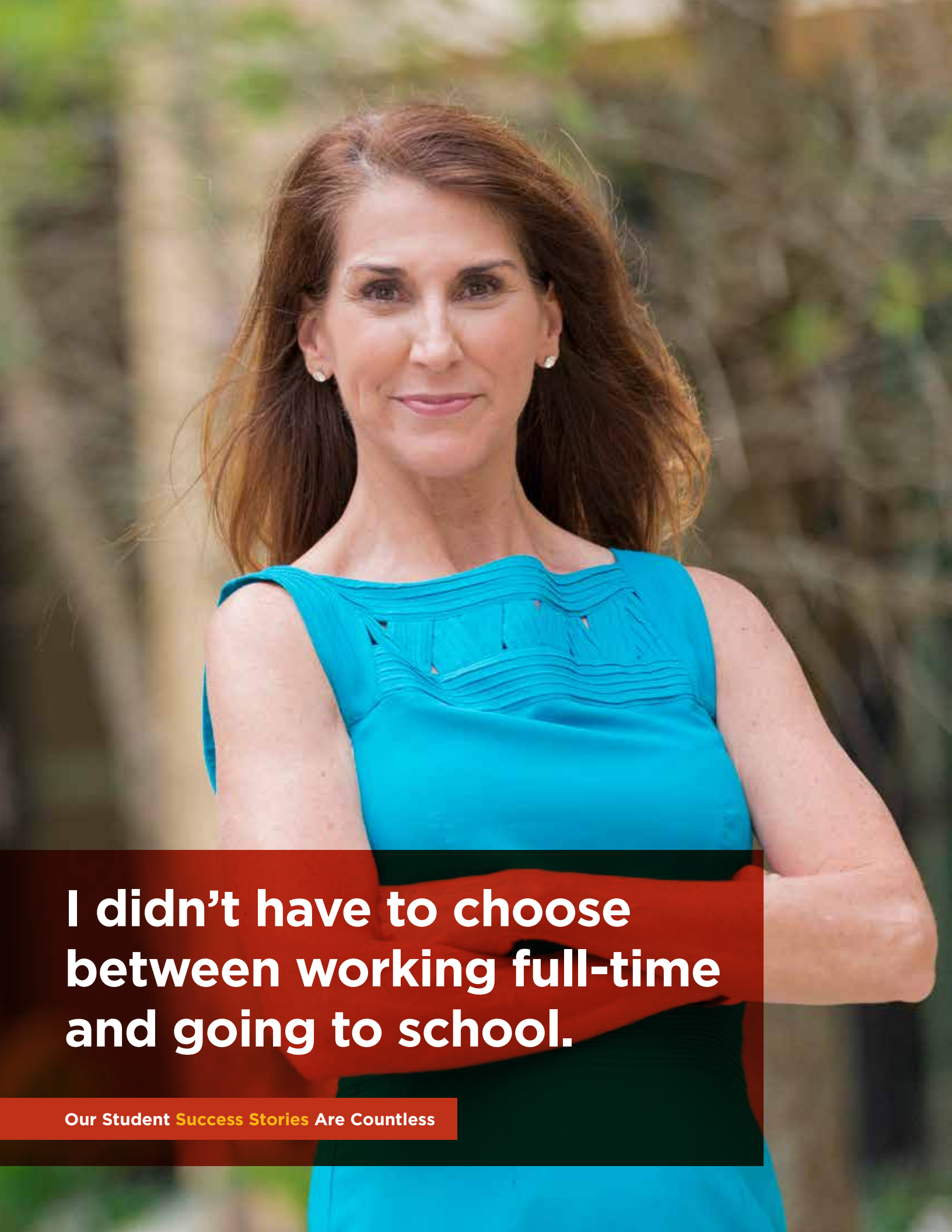
I didn't have to choose between working full-time and going to school.

Our Student Success Stories Are Countless

Our Centers for Accelerated Training

Advanced Manufacturing Training Center
Valencia College offers its Advanced Manufacturing programs, serving both Orange and Osceola counties, in this specialized facility. Programs including welding, mechatronics, electronic board assembly and more are housed in this Osceola County facility.

Downtown Campus Center for Accelerated Training
Accelerated Skills Training programs focus on intensive, hands-on training designed to help students get a job and make more money. Our downtown location offers a place to further students' skills while they gain experience using the newest tools in the field and earn nationally recognized certifications.

Osceola CIT and CAT
Our Osceola Campus location features both a new Careers in Industry and Technology building (CIT) and a Center for Accelerated Training (CAT), offering state-of-the-art equipment and providing students with the tools needed to succeed.

Poinciana Campus Center for Accelerated Training
At Poinciana, instructors take their real-world experience and teach the newest industry techniques — giving students knowledge that prepares them for a rewarding career.

Our Training Facilities

**School of Public Safety -
Fire Rescue Training Facility**
Valencia College School of Public Safety Fire Rescue Training Facility offers a wide variety of training and learning opportunities for our community's public and private sector fire service professionals. Our programs focus on the most recent updates, topics and equipment and are taught by experienced professionals from the field. In addition, Valencia College can customize programs to meet the specific needs of any agency.

This is the difference.

Our Points of Distinction

• Valencia College was named the best community college in the nation as the inaugural winner of the Aspen Prize for Community College Excellence.

• Valencia is one of 356 colleges and universities recognized by the U.S. Department of Education as a Hispanic Serving Institution (HSI).

• The College's economic impact on the region is more than $1 billion a year.

• Nearly one out of four UCF graduates started at Valencia College.

• Valencia College ranks fifth among the nation's colleges in the number of associate degrees awarded to Hispanic students.

• Valencia College is Florida's second largest state college, having served 76,329 students in 2019-2020. Contrary to the countercyclical trend across the community college sector, our enrollment increased 4.6% over the previous year.

• In 2017, the College was recognized as a "Great College to Work For" by the Chronicle of Higher Education. It was one of only 42 institutions named to the Chronicle's Honor Roll.

• In 2019, Valencia College was named by HBCU Connect as one of its top 50 employers for recruitment efforts targeting students and graduates from our nation's Historically Black Colleges and Universities.

• The Valencia College YouthBuild program provides opportunities for out-of-school youth, aged 16-24, to complete their GED, as well as our Basic Construction program, where students have the opportunity to put their construction skills into practice on projects with Habitat for Humanity in Osceola County.

• Valencia College awarded 8,700 total associate degrees in 2019-2020, which included 7,226 Associate in Arts and 1,474 Associate in Science and Associate in Applied Science degrees.

• In 2019-2020, Valencia College awarded 339 bachelor's degrees, 388 Career Certificates and 8,744 Technical Certificates.

• The DirectConnect to UCF* pathway was developed more than 15 years ago, guaranteeing admission* to UCF for any student who has earned an Associate in Arts or an articulated Associate in Science from a DirectConnect consortium institution (Daytona State College, Eastern Florida State College, Lake-Sumter State College, Valencia College, Seminole State College of Florida and the College of Central Florida in Ocala). In fall 2019, Valencia College graduates represented 61% of DirectConnect transfer students who enrolled at UCF, and 22% of all newly enrolled students at UCF.

• With support from a $224,999 National Science Foundation Advanced Technical Education grant, Valencia College is developing an Engineering Technology Associate in Science specialization in supply chain automation, as well as providing supply chain automation training to secondary school teachers.

• The Valencia College Foundation boasts one of the country's largest community college endowments, with a market value of $64.4 million in March 2020. The Foundation raised $6.6 million during the 2018-19 fiscal year.

*consistent with University policy
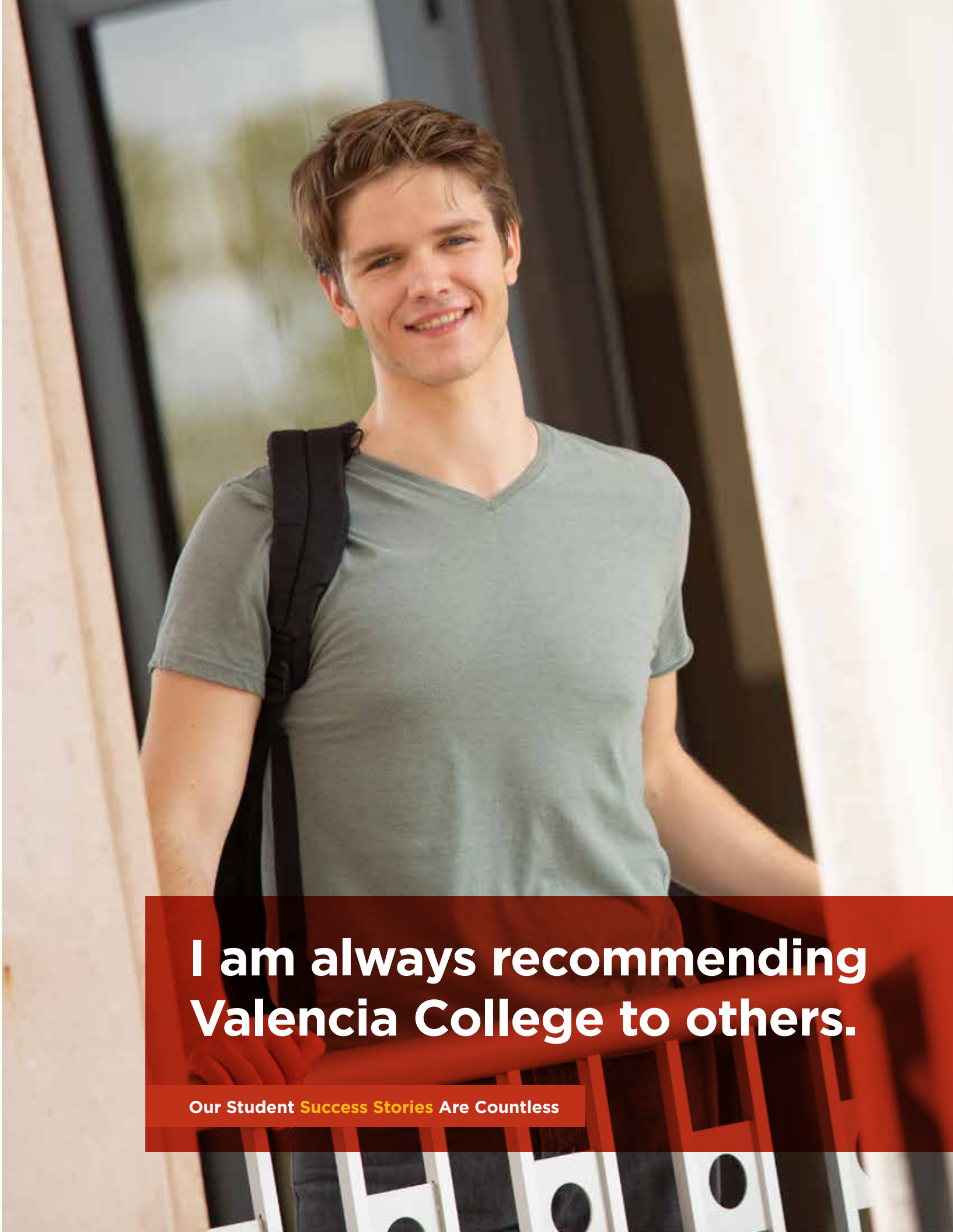

I am always recommending Valencia College to others.

Our Student Success Stories Are Countless

This is the future.

Our Next Strategic Impact Plan

At Valencia College, we recognize that strategic plans have a big impact. Our strategic impact plan is our vision for the future. This year, the College has begun the process of developing our next Strategic Impact Plan that will articulate high level aspirational goals, describing the "what" and the "why" for our work. Our next Strategic Impact Plan, to be finalized in December 2020, will be organized around four major areas of mission, building on our foundation as a learning-centered college and using equity and opportunity as a lens by which we examine our success in all areas.

LEARNING

Access

Transfer

Opportunity and Equity

Graduation

Workforce
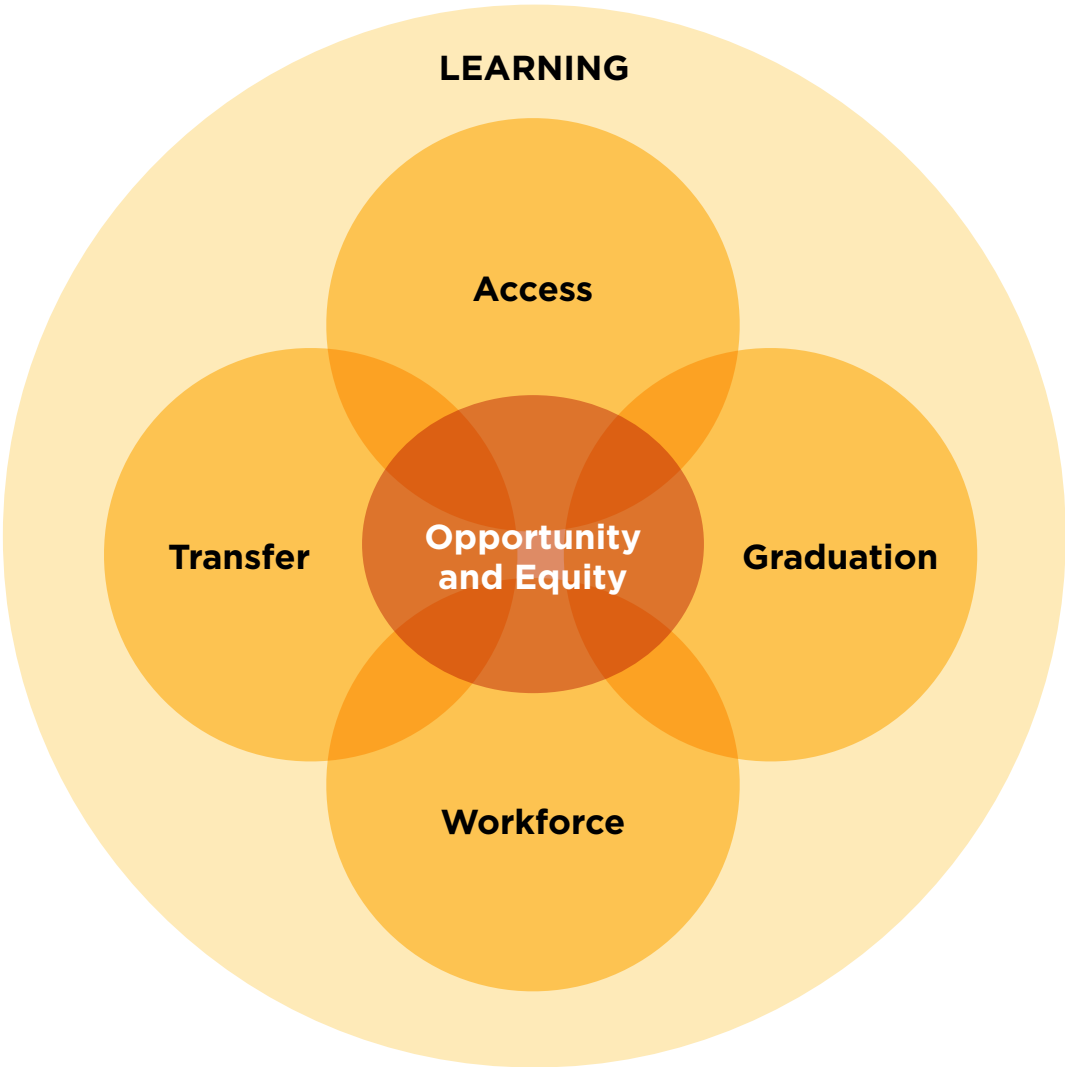
I am excited for what comes next.

Our Student Success Stories Are Countless

I liked knowing my degree gave me guaranteed acceptance to a state university.*

Our Student Success Stories Are Countless

Access

As an open-access institution, Valencia College exists to provide educational pathways that help students transition directly into future educational opportunities or into high quality, family-sustaining jobs. We recognize that providing economic mobility and stability for many in our service area is directly related to our decisions. We work with K-12 students to develop aspirations for higher education and a belief that they are "college material," and we seek equity in outcomes related to access by how we organize our recruitment efforts and how we structure our admissions, enrollment and financial aid processes. While access alone does not ensure that students will benefit from increased levels of educational attainment, it is a necessary first step.

Graduation

We understand that providing access alone to our students does not fulfill our commitment to our community. We believe that setting ambitious goals for student graduation orients our institution toward strategies and tactics that support students in pursuit of their A.A. or A.S. degree, in alignment with our Big Idea that "Anyone can learn anything, under the right conditions." We also recognize the importance of supporting equitable outcomes for all students and how this challenges us to evaluate and improve our instruction, services and culture.

Transfer Success

Most students entering Valencia College aspire to earn their four-degree after receiving their associate degree. We aspire to provide a strong educational foundation and a clear pathway and academic plan that allows students to successfully complete a four-year degree.

Workforce Success

Through open-access workforce education, Valencia College provides pathways that help students transition directly and quickly into high quality jobs. These offerings — from Accelerated Skills Training to more than 40 Associate in Science degrees — are developed in collaboration with our community partners, responding to both the economic development needs of Central Florida and our students' interests and need for employment. Workforce education is recognized as a crucial lever for addressing employment, income and wealth disparities.

Opportunity and Equity

Opportunity is the promise that Valencia College will include all in a chance to pursue college (access), to complete a meaningful education and credential (graduation), to earn a bachelor's degree (transfer) and to find a career path to economic mobility (workforce). Equity in each of these areas is the test of the legitimacy of these promises and a commitment to invest in efforts to redress historical disenfranchisement and racism.

* For students participating in DirectConnect to UCF.

This is what you are after.

The Position

The president serves as the chief executive officer and administrative head of Valencia College and reports to the District Board of Trustees.

The president's senior leadership team includes the executive vice president and provost; vice president, academic affairs; vice president, student affairs; vice president of organizational development and human resources; vice president of business operations and finance; vice president of analytics and planning; vice president of global, professional and continuing education; vice president of public affairs and marketing; vice president of policy and general counsel; president of East and Winter Park Campuses; president of West and Downtown Campuses; and president of Osceola, Lake Nona and Poinciana Campuses.

For more information on the organizational chart, visit **https://valenciacollege.edu/ employees/human-resources/documents/admininstrative-organization-chart.pdf**

Key challenges and opportunities for the new president to address

The next president of Valencia College will draw on a rich history, strong community and committed team to address the many opportunities and challenges that lie in our future.

Most immediately, the new president will be charged with navigating the College through the global pandemic, nourishing the emerging work in equity-minded practices and commitment to racial justice and adding new members to a high performing senior leadership team.

Longer term opportunities and challenges present the next president with the challenge to be bold, creative and innovative as we design a newly emerging world of education and work.

Key opportunities and challenges include:

• Reimagining higher education in the emerging new, post-pandemic world while maintaining the best elements of Valencia's organizational culture

• Balancing Valencia's commitment to affordability and an open-access educational experience with the realities of revenue, tuition, state funding and other fiscal challenges

• Leading courageous conversation and action to create an equitable organization

• Stewarding the organization's efforts to reduce environmental impacts and deepen the partnership with our community for a sustainable future

• Building a cohesive and collaborative organization as the ways we work and learn fundamentally change

• Ensuring that Valencia College is poised to understand, shape and meet the changing needs of our regional partners, employers and industries

• Developing a strategy to meet the educational needs of a growing region

• Leveraging cutting edge technology to support the highest quality learning experiences for all students

• Continuing to develop a data-rich educational ecosystem and partnership to impact the educational attainment of all members in our community

Qualifications and Characteristics

The successful candidate finds joy in working with and serving students, in leading an open-access institution and in thinking creatively and collaboratively about the challenges our students and our community face. Leading through humor, humility, empathy, listening, integrity and character, our next president will join a team passionate about who, where and why we serve. We seek a partner who cares deeply about what makes Valencia College unique.

The ideal candidate will be an experienced and innovative leader who is intellectually curious, takes informed risks, demonstrates strong execution skills and achieves results. We seek a partner who can lead the College to accomplish our goals, explore innovative strategies and solutions and inspire the community to a collaboratively developed vision for the future that capitalizes on the institution's history, values and commitment to outstanding education.

In addition to these qualities, the next president of Valencia College will bring many of the following qualifications and characteristics:

• Have a genuine passion for our students, their learning and their success; nurture the College's learning-centered culture; and invest in forward-thinking initiatives, programs and partnerships to ensure high quality learning opportunities for students.

• Possess educational credentials appropriate for an academic leader, including an earned Doctorate of Philosophy or Doctorate of Education (required).

• Have at least 10 years of experience in higher education senior leadership (required), preferably at a community college or open-access institution.

• Demonstrate experience working in a large, distributed, multi-location institution.

• Have teaching experience and/or a demonstrated understanding of the learning environment, challenges and opportunities to effectively support faculty and students.

• Demonstrate a commitment to equity. Show experience with leading efforts to increase diversity and ability to build momentum and lead change to create an equity-minded culture among employees and students. Possess deep cultural competence and appreciation for the multi-cultural community of Orange and Osceola counties.

• Demonstrate a commitment to sustainability and a desire to lead the College in integrating sustainability into education, obtaining carbon neutrality, reducing waste, and improving water quality and conservation on our campuses and in our community.

• Have solid financial acumen demonstrated by understanding financial statements and financial forecasting. Be able to navigate the operational and political aspects of College funding. Have successful experiences in fundraising.

• Possess capacity to create infrastructure, organizational structure and support systems to enable effective college operations and to support onsite and online learning.

• Demonstrate leadership of lasting internal change that positively impacts students and the achievement of their educational goals.

• Able to participate in the broad Orange and Osceola community as a visionary leader. Build and foster strong relationships with internal and external partners. Demonstrate a commitment to crafting and nurturing educational pathways for students within the community. Have demonstrated experience working with elected officials at the local, state, and national level.

• Build and sustain a high-performing, diverse and collaborative leadership team. Demonstrate a commitment to a shared governance model that recognizes the value in all voices and perspectives.

• Be an excellent communicator, both verbally and in writing. Have the ability to inspire others and convey accurate and compelling messages.

This is now.

Application Process

The Presidential Search Committee will begin a review of applications in late October 2020 and will continue working until a selection is made. To be considered for the position, applications must be received no later than Thursday, October 22, 2020, at 8 p.m Eastern Daylight Time.

Candidates are asked to provide a letter of interest, resume/curriculum vitae and the names of five professional references with email addresses and telephone numbers. References will not be contacted without prior written authorization from the candidate. Prospective candidates may review additional details about the search via **http://valenciacollege.edu/presidential-search**

Application materials should be sent electronically (Microsoft Word or PDF format) to: **ValenciaPresident2020@agbsearch.com**

The search is being assisted by:

Dr. Rod McDavis
Managing Principal
AGB Search
rod.mcdavis@agbsearch.com
804-514-1982

Dr. Melissa Trotta
Associate Managing Principal
AGB Search
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202-380-8927

Mr. Fred Moore
Executive Search Consultant
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712-299-2544

Dr. Kim Bobby
Executive Search Consultant
AGB Search
kim.bobby@agbsearch.com
253-861-7738

Valencia College is an equal opportunity institution.

Valencia College is an equal opportunity institution. We provide equal opportunity for employment and educational services to all individuals as it relates to admission to the College or to programs, any aid, benefit, or service to Students or wages and other terms, conditions or privileges of employment, without regard to race, ethnicity, color, national origin, age, religion, disability, marital status, sex/gender, sexual orientation, genetic information, gender identity, pregnancy, and any other factor prohibited under applicable federal, state, and local civil rights laws, rules and regulations. Contact the Office of Organizational Development and Human Resources for information.

VALENCIACOLLEGE

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DEC

18

Valencia College's Fifth President Selected

A Message from Amy Bosley, Vice President, Organizational Development and Human Resources

I am pleased to share that just moments ago, Valencia's District Board of Trustees selected Kathleen Plinske, executive vice president and provost, to serve as Valencia College's fifth president.

In addition to her current role, Kathleen also serves as the interim campus president of Osceola, Lake Nona and Poinciana Campuses. Prior to joining Valencia in 2010, Dr. Plinske began her career at McHenry County College, a community college in her hometown of Crystal Lake, Illinois. She was hired as an instructional media specialist in 2001 and moved into a number of different roles over the next nine years, including vice president of institutional effectiveness and, ultimately, interim president. You can read her full bio here.

As you know, each presidential candidate participated in a rigorous search process, including on-site interviews, virtual interviews with our governing councils, Student Government Association leadership, and a panel of community leaders as well as virtual town hall meetings with employees and students. With feedback from all of the search components considered, Dr. Plinske emerged as the leading candidate.

The next steps in our process include developing a contract for the District Board of Trustees to approve during its meeting on Wednesday, February 24, 2021, as well as planning for a seamless transition of leadership. We will, of course, keep you apprised of this work via our College communication channels.

Thank you, again, to the members of the Presidential Search Committee and the staff supporting the search process for their deep engagement and commitment, as well as all of the faculty, staff, students and Valencia community for the participation and feedback throughout the search.

If you have questions, please feel free to reach out directly to me at abosley@valenciacollege.edu.

As we prepare for winter break, please remember to stay safe and take care of yourselves and your families.

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October 2021

Appendix 5 – Bridges to Success Information

Bridges to Success

	Total # Reached	
BTS Information Requests (QR Code Contact Cards)	312	⇒ 754 Follow Up/Phone Calls Made
BTS Info Sessions	335	⇒ 18 Session Offered
BTS Applicant Orientation	89	⇒ 10 Sessions Offered
BTS Applicant Orientation *(African American Males Only)*	36	⇒ 1 Session Offered

Academic Advisor-Osceola/Orange County

SCHOOL	CONTACTS	VC APP	BTS APP w/ Essay
Wekiva HS	51	7	0
Edgewater HS	24	4	**2**
Winter Park HS	19	2	0
Colonial HS	36	2	0
Liberty HS	76	11	**3**
Gateway HS	28	6	0
Tohopekaliga HS	57	9	6
Osceola HS	51	8	0
Non-Targeted	17	4	2
Total	**359**	**53**	**13**

Academic Advisor-Orange County

SCHOOL	CONTACTS	VC APP	BTS APP w/ Essay
Apopka	13	2	2
Dr. Phillips	7	1	0
Evans	61	7	4
Jones	6	1	1
Oak Ridge	80	13	3
Ocoee	98	24	14

Bridges to Success

		Olympia	62	8	1
		West Orange	24	0	0
		TOTALS	351	56	25

Appendix 6 – Office for Students with Disabilities Course Substitution List

2021-2022 Math Course Substitution List

COURSE NUMBER	COURSE TITLE
ACG 2021C	Principles of Financial Accounting
ACG 2071C	Principles of Managerial Accounting
APA 1111C	Basic Accounting
BSC 1005	Biological Science
BSC 1010C	Fundamentals of Biology I
BSC 1011C	Fundamentals of Biology II
BSC 1026	Biology of Human Sexuality
EVR 1001	Introduction to Environmental Science
CGS 2100C	Computer Fundamentals and Applications
CGS 2510C	Spreadsheet Applications
ECO 2013	Principles of Economics-Macro
ECO 2023	Principles of Economics-Micro
EME 2040	Technology for Educators
GEB 1011	Introduction to Business
GEB 2862	Business Spreadsheet Applications
MCB 2010C	Microbiology
MGF 1106	MGF 1106 Mathematics for the Liberal Arts
MGF 1107	Mathematics for the Liberal Arts II
OCE 1001	Introduction to Oceanography
PHI 2600	Ethics and Critical Thinking
SBM 1000	Small Business Management

2021-2022 Foreign Lanugage Course Substitutions

COURSE TITLE

ANT 2000   Introductory Anthropology
ARH 2050   Introduction to Art History I
ARH 2051   Introduction to Art History II
ASL 2510   Deaf Culture
EDF 2085   Intro to Diversity for Educators
EUH 2000   Ancient and Medievil Western Civilization
GEB 1350   Intro to International Business
HUM 2220   Greek and Roman Humanities
HUM 2223   Medieval Humanities
HUM 2232   Renaissance and Baroque
HUM 2234   18th and 19th Century Humanities
HUM 2250   20th and 21st Century Humanities
HUM 2310   Mythology
HUM 2403   Middle Eastern Humanities
HUM 2410   Asian Humanities
HUM 2454   African American Humanities
HUM 2461   Latin American Humanities
LIT 1000   Introduction to Literarature
INR 2002   International Politics
REL 2300   Understanding Religious Traditions
THE 1100   Introduction to Theater History