



# **INDIAN RIVER STATE COLLEGE**

## **2022-2023 Annual Equity Update Report**





# INDIAN RIVER STATE COLLEGE

## Office of the President

3209 Virginia Avenue  
Fort Pierce, FL 34981-5596  
1-772-462-4701 • irsc.edu

June 8, 2023

Mr. Tashi Williams  
Division of Florida Colleges  
Office of Equity and Civil Rights Compliance  
325 West Gaines Street, Suite 1544  
Tallahassee, FL 32399-0400

Dear Mr. Williams,

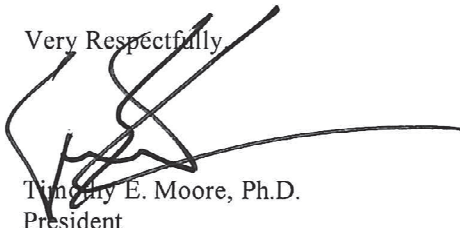
On behalf of the Indian River State College (IRSC) District Board of Trustees, it is my pleasure to share this Annual Equity Update Report with the Office of Equity and Civil Rights Compliance within the Division of Florida Colleges.

In preparing the Annual Equity Update Report, we follow the lead of the Department of Education, the Florida College System Equity Compliance Office and IRSC's Equity Officer. Our Equity Officer reviews all data requirements for formulating the report and disseminates them to the Deans and Directors responsible for the College's degree and certificate programs. Additional departments including Human Resources, Students Services, Athletics, Enrollment, Research and Reports, and our Campus Presidents also contribute to the final report. Academic Deans and Directors convene to analyze the data and discuss strategies to improve access and student performance. Similarly, employment data is evaluated with regard to representation of women and minorities in IRSC's workforce. Information is then assimilated and submitted for review and approval to the District Board of Trustees before final submission to the FCS Equity Compliance Office.

During the 22-23 Academic Year, IRSC launched one of the most impactful programs in the College's history: The Indian River State College Promise Program. The Promise Program was developed to address the declining number of students in our four-county service district (Martin, St. Lucie, Indian River, and Okeechobee) who were matriculating to IRSC upon completion of high school. In 2020 and 2021, that matriculation rate fell to 23%. In fall 2022, thanks to the Promise Program, high school matriculation increased to 33%. 2190 Promise students began classes at IRSC in fall 2022, joining a First Time in College cohort of over 3200 students, the largest freshman class in IRSC history. Of students in the Promise cohort, 56% were First Generation college students, compared to an average of 35%, and 78% of the Promise students were retained from fall 2022 to spring 2023, compared to the overall college retention rate of 73%.

So, again on behalf of our Board, Administration, Faculty, Staff and Students, I am pleased to bring you this report on IRSC's ardent commitment to equity, student success and our institutional mission. Thank you once again for the opportunity to provide such an important update to the Division of Florida Colleges.

Very Respectfully,



Timothy E. Moore, Ph.D.  
President





Indian State River College

# **Annual Equity College Update**

## **2022-2023**

### **Template for Submission**

#### **Submission Information**

Equity Officer: **Adriene Jefferson**

Email: **ajeffers@irsc.edu**

Phone: **772-462-7101**

Date: **April 17, 2023**

# Contents

**General Information and Applicable Laws for Reporting ..... 2**

**Part I. Policies and Procedures that Prohibit Discrimination ..... 3**

**Part II. College Employment Equity Accountability Plan ..... 5**

**Part III. Strategies to Overcome Underrepresentation of Students ..... 15**

**Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with  
Disabilities ..... 25**

**Part V. Gender Equity in Athletics ..... 27**

**Part VI. Signature Page ..... 24**

## 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 inputting data, setting goals, and reflecting on goal achievement. Please use the data supplied by the DFC to complete the tables.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **the deadlines**. The update should be submitted by email to [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org). **Colleges must submit this 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.

For the 2022-23 report, the factors DFC will review for completeness will be embedded after sections of the report and DFC will use these sections to notify colleges of any omitted required information. These will be marked “Completed by Division of Florida Colleges.” Example:

<i>Review of Part I: Course Substitutions (Completed by Division of Florida Colleges)</i>			
Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

## Compliance with House Bill 7

During the 2022 legislative session, House Bill (HB) 7 amended multiple Florida Statutes related to non-discrimination in the Florida Civil Rights Act (FCRA) and Florida Education Code. At the time of the bill’s passage, the Florida Department of Education advised colleges to take the necessary action to ensure compliance. When completing the 2022-2023 College Annual Equity Update, colleges are expected to include all updates to board and administrative policies and procedures to conform with the provisions of HB 7.

## Part I. 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:** [N/A](#)

**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:** [N/A](#)

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.001-.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:** [N/A](#)

**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 the aggrieved person(s)? **Make a selection:** [No](#) If yes, provide the following applicable updates.

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

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

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

E) Grievance procedures should address the following, at a minimum. 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
Any additional policies or procedures pertaining to nondiscrimination practices?	No
Implementation of HB 7? (If not previously addressed)	No

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

**Name of the policy and/or procedure(s):** [N/A](#)

**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 I: 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 person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.001-.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.		

Requirement	Response	Comments	Action
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum.	-	-	-
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 seeking redress from other available sources.	Select one.		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

### 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 sex to be used as the benchmark for setting employment goals, as colleges continue to strive for alignment between student population and employment demographics.

#### ***College Full-Time Executive/Administrative/Managerial Staff***

Informed by the 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.

	2021-22 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2022	EAM Actuals (%) Fall 2022	EAM Goal Met (Yes/No)	EAM Goals for Fall 2023
Black Female	10.1	3.0	10.8	9.7	No	10.8%
Black Male	5.8	3.0	5.9	3.2	No	5.9%
Hispanic Female	23.4	-	19.9	-	No	19.9%
Hispanic Male	14.3	6.1	12.4	6.5	No	12.4%
Other Minorities Female	2.8	3.0	3.1	3.2	Yes	3.1%
Other Minorities Male	1.9	6.1	2.2	3.2	Yes	2.2%
White Female	25	36.4	27.9	32.3	Yes	27.9%
White Male	16.7	42.4	17.8	41.9	Yes	17.8%
Total Female	61.3	42.4	61.7	45.2	No	61.7%
Total Male	38.7	57.6	38.3	54.8	Yes	38.3%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

**Response:** In comparison to last year's data, fall, 2022, EAM Actuals had an increase in the Other Minorities Male and Other Minorities Females Category with a decrease in all other minority categories.

With our benchmarks and goals based on student enrollment data, we will continue to focus on our strategies for increasing the number of women and minorities in EAM positions as part of our current and long-range goals.

In addition to continuing the strategies we have previously pursued such as posting job vacancies on job boards of minority colleges and universities nationwide, participating in the National Conference on Race and Ethnicity (NCORE), multiple minority web based job fairs, and advertising/recruiting sources such as DiverseJobs.com, we continue our recruitment efforts by posting position vacancies with on-line recruiting sources such as Diverse Issues in Higher Education, and Diverse Military.

A major minority recruitment strategy is in place in contracting with Circa, Formally Local Job Network, in order to commit to our focus and expansion of recruitment efforts. Circa's diversity recruiting technology and outreach management platform focus on job seekers from racial, ethnic, minority, veteran and disabled groups, giving IRSC solutions to find, hire and manage diverse workers. This strategy will include diversity outreach to include blast mailings to predominately minority-serving institutions across the nation. We will continue to expand and focus our recruitment efforts through minority recruiting sources to reach minority EAM candidates.

### ***College Full-Time Instructional Staff***

Informed by the INST 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.

	2021-22 Reporting Year College Student Populatio n (%)	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2022	INST Actuals (%) Fall 2022	INST Goal Met (Yes/No)	INST Goals for Fall 2023
Black Female	10.1	8.4	10.8	7.2	No	10.8%
Black Male	5.8	5.6	5.9	5.8	No	5.9%
Hispanic Female	23.4	3.7	19.9	3.9	No	19.9%
Hispanic Male	14.3	1.9	12.4	2.4	No	12.4%
Other Minorities Female	2.8	3.3	3.1	5.3	Yes	3.1%
Other Minorities Male	1.9	1.9	2.2	1.9	No	2.2%
White Female	25	38.3	27.9	37.7	Yes	27.9%
White Male	16.7	36.9	17.8	35.7	Yes	17.8%
Total Female	61.3	53.7	61.7	54.1	No	61.7%
Total Male	38.7	46.3	38.3	45.9	Yes	38.3%

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

**Response:** : In comparison to last year's data, fall, 2022, employment of full-time female instructional staff at IRSC has increased in the categories of Other Minorities Female, White Females and Total Males.

Even though we did not meet all of the stated goals for fall, 2022, we would like to emphasize that the data indicates an increase in instructional employees of Other Minority Female and a definite increase in Black Male though the stated goal was not met.

With our benchmarks and goals based on student enrollment data, we will continue to focus on our strategies for increasing the number of women and minorities in instructional positions as part of our current and long-range goals. In addition to continuing the strategies we have previously pursued such as posting job vacancies on job boards of minority colleges and universities nationwide, participating in the National Conference on Race and Ethnicity (NCORE), multiple minority job fairs, and recruiting sources such as DiverseJobs.com, we continue to expand our recruitment efforts by posting position vacancies with on-line recruiting sources such as Diverse Issues in Higher Education, Diverse Military, and Minority Nurse.

A major minority recruitment strategy is in place in contracting with Circa, Formerly LocalJobNetwork, in order to commit to our focus and expansion of recruitment efforts. Circa's diversity recruiting



technology and outreach management platform focus on job seekers from racial, ethnic, minority, veteran and disabled groups, giving IRSC solutions to find, hire and manage diverse workers. This strategy will include blast mailings to predominately minority-serving institutions across the nation. We will continue to expand our recruitment efforts through minority recruiting sources to reach minority instructional candidates.

### ***College Full-Time Instructional Staff with Continuing Contract***

Informed by the CONT 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.

	2021-22 Reporting Year College Student Populatio n (%)	CONT Actuals (%) Fall 2021	CONT Stated Goals (%) Fall 2022	CONT Actuals (%) Fall 2022	CONT Goal Met (Yes/No)	CONT Goals for Fall 2023
Black Female	10.1	8.8	10.8	8.0	No	10.8%
Black Male	5.8	5.6	5.9	5.1	No	5.9%
Hispanic Female	23.4	4.0	19.9	4.3	No	19.9%
Hispanic Male	14.3	1.6	12.4	1.4	No	12.4%
Other Minorities Female	2.8	3.2	3.1	3.6	Yes	3.1%
Other Minorities Male	1.9	2.4	2.2	2.2	Yes	2.2%
White Female	25.0	34.4	27.9	32.6	Yes	27.9%
White Male	16.7	40.0	17.8	42.8	Yes	17.8%
Total Female	61.3	50.4	61.7	48.6	No	61.7%
Total Male	38.7	49.6	38.3	51.4	Yes	38.3%

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

**Response:** In comparison to last year's data, Fall, 2022, employment of full-time instructional staff with continuing contract at IRSC has increased in the categories of Other Minorities Females, Other Minorities Males, White Females and White Males. Even though we did not meet all of the stated goals for Fall, 2022, we would like to emphasize that the data indicates an increase in instructional staff with continuing contract of other minority females and males.

With our benchmarks and goals based on student enrollment data, we will continue to focus on our strategies for increasing the number of women and minorities in instructional positions as part of our current and long-range goals. In addition to continuing the strategies IRSC previously and continue to pursue, such as posting job vacancies on job boards of minority colleges and universities nationwide, participating in the National Conference on Race and Ethnicity (NCORE), multiple minority job fairs, and advertising/recruiting sources such as DiverseJobs.com, we continue to expand our recruitment efforts

by posting position vacancies with on-line recruiting sources such as Diverse Issues in Higher Education, Diverse Military, and Minority Nurse.

A major minority recruitment strategy is in place in contracting with Circa, Formally Local Job Network, in order to commit to our focus and expansion of recruitment efforts. Circa's diversity recruiting technology and outreach management platform focus on job seekers from racial, ethnic, minority, veteran and disabled groups, giving IRSC solutions to find, hire and manage diverse workers. This strategy will include blast mailings to predominately minority-serving institutions across the nation. We will continue to expand our recruitment efforts through minority recruiting sources to reach minority instructional candidates.

#### **New Barriers (Optional)**

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

**Response:** [Click here to enter text.](#)

---



---

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
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.		

---



---

#### **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:** Department Chairpersons are instructional/faculty staff and are evaluated in accordance with Florida Statute and IRSC Board Policy 6.22. Deans, Provosts, and Vice Presidents are consistently evaluated in accordance with Florida Statute as well as the IRSC Board Policy 6.22. When administrative staff evaluations yield unsatisfactory progress toward meeting intended goals, remedial/corrective action steps are taken such as follow-up evaluations as determined by the supervisor, corrective action plans including Memorandums of Understanding, training as needed, and mentoring. All steps are taken to ensure positive progress toward meeting intended goals.

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:** Please see Addendum A- Board of Trustees Evaluation Summary for President Tim Moore.

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

**Response:** The date of Dr. Moore's most recent evaluation is August 23, 2022.

---

***Review of Part II (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 annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

---

**C. Additional Requirements**

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

1) The college maintains diversity and balance in the sex 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:** The IRSC Human Resources Division continues to maintain selection committee guidelines and works diligently toward ensuring diversity and balance in the gender and ethnic composition of selection committee. The candidate selection committees are to include a department representative(s) a supervisory/administrative representative, the Equity Officer or designee, and the

appropriate Vice President or designee. This process ensures that the applicant/candidate is interviewed by a diverse committee.

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

**Response:** A continuing contract shall be granted only in an instructional capacity. Only full-time faculty, including those assigned to the Library, Enrollment and Student Services, or other designated non-classroom learning environments, are eligible for a continuing contract. In order to be eligible for a continuing contract, full-time faculty must meet the following minimum qualifications:

(a) Complete at least five (5) years of satisfactory service, based on the criteria indicated in section (d) below, during a period not to exceed seven (7) years at IRSC. Such service shall be continuous, except for leave duly authorized and granted.

(b) In exceptional cases, upon approval of the President, the College may apply documented satisfactory service in other institutions of higher learning for purposes of fulfilling the requirement above.

(c) Be recommended by the President and approved by the Board of Trustees for a continuing contract based on successful performance of duties, demonstration of professional competence pursuant to the criteria outlined in (d) below, and the needs of the College.

(d) The professional competence of the faculty member shall be evaluated by the President's Cabinet prior to recommendation and approval of a faculty member for continuing contract, based on the following criteria, giving each element equal weight:

1. Quantifiable measured effectiveness in the performance of faculty duties;
2. Continuing professional development;
3. Currency and scope of subject matter knowledge;
4. Proficiency in the use of appropriate educational technologies;
5. Relevant feedback from students, faculty, and employers of students;
6. Service to the department, college and community;
7. Documented contributions to student success through learning outcomes;
8. Documented contributions to student success through course completion rates (Instructor's success rate goal will be set with input from the faculty member, the department chair, and the instructional dean, taking into account the course type, course content, method of delivery (i.e., online, blended, or traditional), student demographics (e.g., campus location, day and time of class, etcetera), and whether the faculty member's success rate is consistently an outlier relative to the mean);
9. Documented contributions to student success through graduation and/or certification and job placement rates as appropriate for the particular field of learning and individual faculty member;
10. Educational qualifications and capacity to meet the educational needs of the community;
11. Efficiency, organization and delivery of educational content;
12. Professionalism, compatibility and collegiality.

Note: Faculty members achieving ten (10) out of twelve (12) elements of the annual evaluation criteria shall be considered as satisfactory service for that year. If a faculty member has received an unsatisfactory evaluation, they may appeal the unsatisfactory evaluation within ten (10) working days



of the annual evaluation to their Vice President for an additional review. The Vice President shall then make a determination as to the accuracy of the evaluation and either accept or reject the appeal. The Vice President may include any additional individuals (i.e. department chairs, subject matter experts, other faculty, etc.) or other resources as needed, in the process of making a determination as to the accuracy of the evaluation and either accept or reject the appeal within ten (10) working days of receipt of the appeal and will provide the faculty member with a written decision.

(e) All full-time faculty who become eligible to be considered for continuing contract must be recommended by the President for continuing contract based on successful performance of duties and demonstration of professional competence.

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

**Response:** Faculty members hired for an initial appointment beginning on the designated New Faculty Report Date as stated in the Academic Calendar for the upcoming academic year shall be placed on an annual contract. Such faculty members must receive a non-renewal letter by March 1<sup>st</sup> of that academic year if their contract is not to be renewed. If no non-renewal letter is issued, the faculty member shall be considered continuing their initial contract status the next academic year.

Faculty members hired for an initial appointment within the academic year shall be placed on annual contract. Such faculty members must receive a non-renewal letter by March 1<sup>st</sup> of that academic year if their contract is not to be renewed.

If no non-renewal letter is issued, the faculty member shall be considered continuing their initial contract status the next academic year.

In addition, faculty members who were previously awarded subsequent annual contracts (i.e. 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, etc.), will receive a non-renewal letter by December 1<sup>st</sup> of that academic year if their contract is not to be renewed. If a non-renewal letter is not issued, the faculty member shall be considered continuing their subsequent annual contract for the next academic year.

Among the criteria to be considered by Administration in making this determination shall be the following:

1. Quantifiable measured effectiveness in the performance of faculty duties;
2. Continuing professional development;
3. Currency and scope of subject matter knowledge;
4. Proficiency in the use of appropriate educational technologies;
5. Relevant feedback from students, faculty, and employers of students;
6. Service to the department, college and community;
7. Documented contributions to student success through learning outcomes;
8. Documented contributions to student success through course completion rates (Instructor's success rate goal will be set with input from the faculty member, the department chair, and the instructional dean, taking into account the course type, course content, method of delivery (i.e., online, blended, or traditional), student demographics (e.g., campus location, day and time of class, etcetera), and whether the faculty member's success rate is consistently an outlier relative to the mean);

9. Documented contributions to student success through graduation and/or certification and job placement rates as appropriate for the particular field of learning and individual faculty member;
10. Educational qualifications and capacity to meet the educational needs of the community;
11. Efficiency, organization and delivery of educational content;
12. Professionalism, compatibility and collegiality

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:** IRSC has implemented strategies and increased marketing and advertising programs to ensure we meet and attain our equity goals. IRSC has maintained funds specifically allocated for attainment of our College's goals for employment of women and minorities. In an effort to attract and retain females and minorities in full-time Instructional and Continuing Contract positions, IRSC continues to provide mentors, training and professional development programs, and financial assistance to enhance higher education. Resources are allocated annually to support attendance at diverse minority job fairs, diversity recruiting efforts as well as continuing to support recruitment and advertising through national and statewide minority and women advertising sources.

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 sex information are not required; however, the college may choose to include additional information for purposes of diversity analysis.*

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Instruction	11	\$61,760.00-\$67,936.00	49	\$50,797.15-\$81,275.45
Row 2	Office and Administrative Support Occupations	16	\$28,770.00-\$126,259.00	17	\$31,200.00-\$126,259.49
Row 3	Management Occupations	6	\$73,067.00-\$150,000.00	3	\$78,912.18-\$185,516.61
Row 4	Service Occupations	2	\$35,370.00-\$40,850.00	24	\$41,752.64-\$66,804.22
Row 5	Business and Financial Operations Occupations	4	\$40,310.00-\$55,000.00	0	N/A
Row 6	Community, Social Services, Legal, Arts, Design, Entertainment, Sports, and Media Occupations	7	\$35,370.00-\$51,300.00	6	\$39,389.28-\$75,061.22

	<b>Job Classification</b>	<b># of New Hires*</b>	<b>New Hires* Salary Range</b>	<b># of Existing Employee(s) with Comparable Experience</b>	<b>Existing Employee* Salary Range</b>
Row 7	Library and other Teaching Occupations	4	\$40,310.00-\$54,722.00	36	\$35,056.32-\$63,022.85
Row 8	Computer, Engineering and Science Occupations	5	\$37,440.00-\$69,690.00	4	\$41,752.64-\$75,061.22
Row 9	Natural Resources, Construction, and Maintenance Occupations	3	\$37,440.00 - \$45,297.00	33	\$37,159.70-\$63,022.85

*\*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2021, and October 31, 2022, 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, 2022.*

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

<b>Requirement</b>	<b>Response</b>	<b>Comments</b>	<b>Action</b>
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report provide a summary of the process utilized to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise eligible faculty of their progress towards attaining continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of 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 III. Strategies to Overcome Underrepresentation of Students

#### Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENTS tab, in the representation of students by race, ethnicity, sex, 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 2022-2023 reporting year.

Enrollments	FTIC				Total Enrollments			
	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals	2021-22 Goals	2021-22 Actuals	2021-22 Goals Achieved (Yes/No)	2022-23 Goals
Black	13.50%	16.00%	Yes	16.00%	16.7%	16.0%	No	Maintain or increase current %
Hispanic	47.40%	50.6%	Yes	50.60%	32.2%	37.7%	Yes	Maintain or increase current %
Other Minorities	4.3%	3.8%	No	3.8%	5.3%	4.7%	No	Maintain or increase current %
White	34.70%	30.70%	No	30.70%	45.80%	41.60%	No	Maintain or increase current %
Female	50.20%	51.50%	Yes	51.50%	61.70%	61.30%	No	Maintain or increase current %
Male	49.80%	48.50%	No	48.50%	38.30%	38.70%	Yes	Maintain or increase current %
LEP	8.5%	16.5%	Yes	16.5%	3.8%	8.5%	Yes	Maintain or increase current %
DIS	1.7%	2.2%	Yes	2.2%	2.4%	2.6%	Yes	Maintain or increase current %

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:** : IRSC has developed a multi-faceted recruitment strategy to promote college attainment in our diverse four county service area (Indian River, Martin, Okeechobee, and St. Lucie). Comparison of student demographics with working age (18-64) population of the region indicates that these initiatives are generally successful and should be continued. One



challenge that we do continue to address is equitable enrollment of male and female students. IRSC utilizes numerous strategies and methods to increase enrollments and achieve goals. The following initiatives have been particularly successful and we plan to **continue each of them**. The accountability agents for each of these strategies are the Associate VP of the Enrollment Management Department, the Equity Officer and the appropriate Dean/Director. These initiatives are evaluated, assessed and monitored on an ongoing basis. [Click here to enter text.](#)

New methods and strategies, if applicable.

**Response:**

**NEW:** The Promise Program provides a tuition-free Associate Degree to every qualifying graduate from Indian River, Martin, Okeechobee and St. Lucie county public or public charter high schools and eligible in-district homeschool graduates.

**NEW:** Discovery Days- IRSC representatives goes to the local High Schools within the four county service areas offering interactive activities and academic department/ student service conversations. This initiative allows for more high school students to learn about IRSC.

Awarded an Educational Opportunity Center Grant to provide educational services to eligible adults that seek pathways to enter college, upgrade their current skillsets or who require certifications to become certified/licensed in their chosen fields to break through the multiple barriers impeding their financial and professional success.

Expanded the apprenticeships opportunities to attract employees of local companies to become certified/licensed in their chosen field.

Amplified recruitment efforts to include students at area high schools to increase the enrollment and diversity of the Electric Power Technology (EPT) program at IRSC.

The School of Nursing intentionally recruit in high schools with large populations of underrepresented students.

The CCampus scholarship is available for financial support for childcare, LPCPI initiatives, and the offering of training through the Peace and Justice Institute

Developed summer STEM programs targeting students of color as a bridge or college early start program and career awareness.

Provided dual enrollment information sessions in Spanish for students and their families in person and virtual. Networked with minority community organizations in every county to identify recruitment opportunities and to solicit scholarship and mentorship support

Showcased IRSC programs at the public libraries in the historically low-income communities of Indiantown and the Banner Lake neighborhood in Hobe Sound.

Presented classes at IRSC's Indiantown Education Center targeting low economically disadvantaged populations through partnerships with the Martin County school district, YMCA, Boys and Girls Club, and local child care agencies to raise awareness of educational opportunities.

Represented IRSC on the Indiantown Educational Coalition and Indiantown Chamber of Commerce meetings which raises money to provide scholarships and financial assistance to support college enrollment for underserved populations in Indiantown

Attended quarterly information sessions at the Okeechobee County school district for Hispanic families.

Partnered with monthly morning talk shows on local English- and Spanish-language radio stations, including the FLAME, WOKC & La Fiesta to raise awareness and highlight upcoming events and opportunities at IRSC.

Visited childcare agencies in minority communities to encourage employees to enroll in IRSC's Early Childhood program.

Provided career assessments and guided career exploration to students in TRIO programs to help students select their academic program and motivate enrollment and completion.

Participated in Individualized Education Plan (IEP) meetings at area high schools for students with disabilities and their families to facilitate academic planning for transition to college.

Hosted a transition workshop for students with disabilities to facilitate their matriculation into college and make them aware of disability/accessibility services available at IRSC.

Sent email with link to degree audit to those with 75% completion encouraging them to register for their remaining courses leading to graduation\*

Allowed those with 75% completion an opportunity to enroll a week earlier than the remaining student population in order to get first pick of classes and a better change of completion

### **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 COMPLETIONS 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).

<b>A.A. Degrees</b>	<b>2021-22 Goals</b>	<b>2021-22 Actuals</b>	<b>2021-22 Goals Achieved (Yes/No)</b>	<b>2022-23 Goals</b>
Black	14.20%	13.00%	No	Maintain or Increase Current %
Hispanic	32.10%	38.60%	Yes	Maintain or Increase Current %
Other Minorities	5.90%	5.60%	No	Maintain or Increase Current %
White	47.7%	42.8%	No	Maintain or Increase Current %
Female	67.2%	64.6%	No	Maintain or Increase Current %
Male	32.80%	35.40%	Yes	Maintain or Increase Current %
LEP	5.1%	6.3%	Yes	Maintain or Increase Current %
DIS	2.10%	2.10%	Yes	Maintain or Increase Current %
<b>A.S./A.A.S. Degrees</b>	<b>2021-22 Goals</b>	<b>2021-22 Actuals</b>	<b>2021-22 Goals Achieved (Yes/No)</b>	<b>2022-23 Goals</b>
Black	14.50%	14.30%	No	Maintain or Increase Current %
Hispanic	25.30%	29.50%	Yes	Maintain or Increase Current %
Other Minorities	5.50%	4.20%	No	Maintain or Increase Current %
White	47.7%	42.8%	No	Maintain or Increase Current %
Female	67.2%	64.6%	Yes	Maintain or Increase Current %
Male	36.70%	36.90%	Yes	Maintain or Increase Current %
LEP	3.30%	4.80%	Yes	Maintain or Increase Current %
DIS	2.00%	3.40%	Yes	Maintain or Increase Current %



<b>Certificates</b>	<b>2021-22 Goals</b>	<b>2021-22 Actuals</b>	<b>2021-22 Goals Achieved (Yes/No)</b>	<b>2022-23 Goals</b>
Black	16.70%	15.30%	No	Maintain or Increase current %
Hispanic	28.20%	35.90%	Yes	Maintain or Increase Current %
Other Minorities	4.60%	3.90%	No	Maintain or Increase Current %
White	52.7%	44.9%	No	Maintain or Increase current %
Female	55.0%	50.0%	No	Maintain or Increase Current %
Male	45.0%	50.0%	Yes	Maintain or Increase Current %
LEP	4.50%	9.80%	Yes	Maintain or Increase Current %
DIS	4.70%	1.50%	No	Maintain or Increase Current %
<b>Baccalaureate Degrees</b>	<b>2021-22 Goals</b>	<b>2021-22 Actuals</b>	<b>2021-22 Goals Achieved (Yes/No)</b>	<b>2022-23 Goals</b>
Black	17.10%	16.60%	No	Maintain or Increase Current
Hispanic	21.60%	25.40%	Yes	Maintain or Increase Current %
Other Minorities	3.20%	3.60%	Yes	Maintain or Increase Current %
White	58.5%	54.5%	No	Maintain or Increase Current %
Female	72.2%	69.6%	No	Maintain or Increase Current %
Male	27.80%	30.40%	Yes	Maintain or Increase Current %
LEP	2.80%	1.30%	No	Maintain or Increase Current %
DIS	4.1%	2.7%	No	Maintain or Increase Current %

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.

**Response:** IRSC is committed to the success of ALL students and is constantly expanding and improving services and resources to close achievement gaps as it relates to FTIC, gender and race. The accountability agents for each of these initiatives include the Equity Officer, the appropriate Dean/Director and the Vice President of Academic Affairs/Provost. In addition to an array of initiatives that impact students success across the College, IRSC's Grants Department remain dedicated to seeking new opportunities to close the achievement gap among our students. These initiatives are evaluated, assessed and monitored on a quarterly basis. The following initiatives have been particularly successful and we plan to **continue** each of them.

[Click here to enter text.](#)

New methods and strategies, if applicable.

**Response:**

**NEW:** *Received a 3 year sub award for the NSF Teaching for PROWESS grant. The Teaching for Prowess group is a diverse collaborative community of college educators dedicated to making systemic changes in introductory college mathematics with a focus on active learning in the classroom.*

Awarded a Hispanic Serving Institutions grant from the Department of Education increase the number of Hispanic low-income students who attain degrees in STEM fields. This project focuses on student success in undergraduate STEM coursework and developing a model articulation and transfer agreement between IRSC and the University of Florida by addressing student challenges through integrated academic and student support strategies and activities that will promote retention and graduation in a STEM field.

The Institute for Academic Excellence (IAE) facilitated Algorithms of Oppression Book Club sessions in partnership with IRSC Librarians. The book club discussed the impacts algorithms have on students and ways to close the equity gaps to ensure all students have supports/resources needed to be successful.

Awarded a Hispanic Serving Institutions grant from the USDA National Institute of Food and Agriculture (NIFA) to **increase the overall success and retention** of Hispanic students in the biology program at both the associate and baccalaureate levels by providing inquiry-based research experiences as part of students' courses and opportunities for undergraduate research.

The Institute for Academic Excellence (IAE) facilitated a total of eighteen (18) sessions on the Main Campus and/or on the IAE Road Show that covered a variety of topics focused on supporting students and providing them the supports/resources needed to be successful.

The Equity Scorecard is available to all IRSC employees and includes retention and completion data for full-time and part-time students disaggregated by first generation status, race/ethnicity, gender, and Pell-eligibility.

Created 15 student peer-mentor positions to focus on supporting FTIC, First Generation, Black/Hispanic, male/females student course success and completion.

Established a Student Achievement Gap Committee to monitor retention and completion and develop strategies and programs to close achievement gaps, especially for students of color and low-income students.

Provided bilingual advisors, counselors and student services staff to facilitate student communication and ease transition for the student and family to the college environment.

Supported FTIC students, especially minority, first-generation, and/or Pell-eligible FTICs, by providing mentoring, study halls, and workshops through our Leadership, Empowerment, Achievement, Persistence (LEAP) program.

The Division of Communications, Humanities, and Social Sciences increased the number of applied learning courses in order to promote better retention and completion for at-risk students.

Assigned a tutor from the Academic Support Center to each ENC 1101 class, and targeted struggling students are given the opportunity to meet one-on-one with their tutor to keep up in class. Additionally, writing and grammar assistance through online resources is provided.

The AS Degree in Criminal Justice Technology has been redeveloped to be “textbook free” using open educational resources in an effort to reduce costs to students.

Provided students an opportunity to choose their gateway math courses (MAT1100 Quantitative Reasoning versus MAT 1033 Intermediate Algebra) depending on their career choice.

The AS Degree in Criminal Justice Technology has been redeveloped to be “textbook free” using open educational resources in an effort to reduce costs to students. This in particular helps students who face financial challenges while attending college.

Increased the usage of educational technology platforms that offer virtual hands on learning in the Computer Science Department.

The AS Degree in Criminal Justice Technology has been redeveloped to be “textbook free” to help students who face financial challenges while attending college.

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

The college’s plan for 2021-22 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(5), F.S. Colleges should provide any updates to methods and strategies, if applicable.

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

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

**Response:** The College actively encourages participation and supports success in academic programs and career fields in which specific groups have been historically under-represented. The accountability agents for each of these initiatives include the Equity Officer and the appropriate Dean/Director. These initiatives are evaluated, assessed and monitored on a quarterly basis. The following initiatives have been particularly successful and we plan to **continue each of them**.

New methods and strategies, if applicable.

**Response:** Implemented the NSF grant, “iConnect: Improving Access and Success for underserved Students in Information Technology Programs Through Education-Industry Connections” to create awareness of STEM-related degrees and careers to underserved students, specifically women and minority students. IRSC and UF partnered on the 3-year research study. Outreach includes targeted marketing to existing and prospective students about the program and associated careers. Additional awareness includes promotion of the programs through summer-bridge programs for high school students.

Implemented Blackboard Ally, an accessibility tool that scans the course content in the Blackboard Learning Management (LMS) system to identify content items that are not **ADA** compliant. Ally provides information on how to edit the content items to make them more accessible. Ally allows students to change the content files in order to make it more conducive to their learning preferences. For example, a student has the ability to turn a Word document into an audio file, which allows them to listen to the content rather than read it. This can be very helpful when having to use a screen reader.

Conducted the Expanding horizon summer camps in Okeechobee for minority (African American and Hispanic) students in developing career skills.

Project STAGE (Students Transitioning to Academic and Gainful Employment). This program is designed to promote success in job-ready certificate programs for students with unique abilities.



Intentionally recruited traditionally under-represented students to participate in the engineering Technology Program with support of a grant from the Nuclear Regulatory Commission.

Encouraged underrepresented populations to enroll in Law Enforcement, Corrections, and Firefighting by displaying minority and/or female recruits and officers on marketing materials and by partnering with agencies to send minority and/or female officers to speak at recruitment events and career fairs.

Participated in community awareness forums to highlight under-represented targeted programs.

Provided training to Faculty and other appropriate staff in “Understanding and Engaging Under- Resourced College Students to develop better understanding of under-resourced students from generational poverty.

Offered the Early Childhood Education program at the Indian River County School Readiness Coalition facility in Vero Beach to recruit under-represented populations.

Utilized the Equity Calculator, a tool that track, predict and set goals for various groups i.e. gender, race and ethnicity.

Established the Achievement Challenge Scholarship. 50 students were selected to participate in a tutoring and mentoring program. In depth academic monitoring through TutorTrac was provided.

Provided quick response industry recognized certifications training programs that articulate into college credit at targeted locations.

Removed Math as a barrier in Engineering Technology Department to increase minority enrollment.

Provided LaserTec training after school and summer camps targeting middle and high school girls into STEM fields.

***Review of Part III: 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, sex, 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, sex, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

**Part IV. 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.

<b>Disability Type</b>	<b>Number of Students</b>	<b>Required Course(s) (prefix, number and title)</b>	<b>Substituted Course(s) (prefix, number and title)</b>	<b>Discipline Area</b>
Deaf/Hard of Hearing	<b>0</b>	<b>N/A</b>	<b>N/A</b>	
Visual Impairment	<b>0</b>	<b>N/A</b>	<b>N/A</b>	
Specific Learning Disability	<b>0</b>	<b>N/A</b>	<b>N/A</b>	
Orthopedic Impairment	<b>0</b>	<b>N/A</b>	<b>N/A</b>	
Speech/Language Impairment	<b>0</b>	<b>N/A</b>	<b>N/A</b>	
Emotional or Behavioral Disability	<b>1</b>	<b>MGF1106</b>	<b>CGS1100</b>	<b>Math</b>
		Survey in Mathematics	Intro. To Computer Applications for Business	

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
		<b>MGF1107</b> Explorartion - Mathematics	<b>DEP2004</b> Human Development	<b>Math</b>
Autism Spectrum Disorder	<b>0</b>	<b>N/A</b>	<b>N/A</b>	
Traumatic Brain Injury	<b>0</b>	<b>N/A</b>	<b>N/A</b>	
Other Health Impairment	<b>0</b>	<b>N/A</b>	<b>N/A</b>	

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
<b>Fall 2021</b>	0	0
<b>Spring 2022</b>	2	1
<b>Summer 2022</b>	0	0
<b>Total</b>	2	1



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

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

**Part V. Gender Equity in Athletics**

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

**Assessment of Athletic Programs**

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

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

**Data Assessment**

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

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

**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, 2020, through June 30, 2021, and July 1, 2021, through June 30, 2022**

	2020-21			2021-22			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	64	75	139	Total Number of Athletes	62	69	131
Percent of Athletes by Gender	48%	52%	100%	Percent of Athletes by Gender	47%	53%	100%
Total Number of Enrollments	2102	2411	4513	Total Number of Enrollments	1816	2471	4287
Percent of Enrollments by Gender	47%	53%	100%	Percent of Enrollments by Gender	42%	58%	100%
Percentage difference between athletes and students enrolled	+1%	-1%		Percentage difference between athletes and students enrolled	+5%	-5%	

**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? **2020-21:** Select one. **2021-22:** 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
	N/A		

***Review of Part V: 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 2022?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
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.		





**Signature Page**  
**Part II- College Employment Equity Accountability Plan**

**FLORIDA EDUCATIONAL EQUITY ACT**  
**2022-23 ANNUAL EQUITY UPDATE REPORT**  
**Signature Page**

**Indian River State 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, sex, 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 1007.265, 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

4/25/23

\_\_\_\_\_  
DATE

  
\_\_\_\_\_  
COLLEGE PRESIDENT

4/25/23

\_\_\_\_\_  
DATE

  
\_\_\_\_\_  
CHAIR OF DISTRICT BOARD OF TRUSTEES

4/25/23

\_\_\_\_\_  
DATE

*Anthony D. George, Jr.*



# APPENDIX A

# **2021-2022 BOARD OF TRUSTEES EVALUATION SUMMARY FOR PRESIDENT TIMOTHY MOORE** **(Based on 8 completed evaluations)**

Directions: Please note a qualitative and quantitative assessment is sought for each evaluation factor. For each category, in addition to your comments, please describe whether you believe the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, please add a numerical rating to your comments on a scale of one (1) to three (3). Numerical ratings have the following meanings: **1 – Exceeds**; **2 – Meets Expectations**; **3 – Does Not Meet Expectations**.

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<b>Annual Priorities and Goals – 2021-2022</b>  How effective was the President: <ul style="list-style-type: none"> <li>• Attaining the goals approved by the Board?</li> <li>• In demonstrating the attainment of the goals set e.g. comparative data, trends, and ratio analyses of the metrics?</li> <li>• In communicating the attained goals?</li> </ul>	Comments:  <ul style="list-style-type: none"> <li>• Dr. Moore has exceeded the goals approved by the BOT. The communication to the Board Members has been clear and concise on the goals he has set for himself and the IRSC Team. He has his finger on the pulse with regards to upcoming trends and does extensive research before bringing it forth to the Board. (S. Caron)</li> <li>• Tim Moore has set very aggressive goals to create a new chapter to elevate the brand, performance and growth at Indian River State College for many years into the future. (J. Conrado)</li> <li>• Great progress has been made on the Board, employees and public (if interested) in understanding our finances. (A. George)</li> <li>• I remain uncertain how we can accomplish the 5% Operating account reserve with reduced student enrollment. (A. George)</li> <li>• Frightening trends have been well communicated. (A. George)</li> <li>• Goals achieved to date have been communicated. (A. George)</li> <li>• Six months behind is understandable given the issues addressed and new initiatives added. (A. George)</li> <li>• Extremely effective in the development and execution of strategic goals (M. Kindell)</li> <li>• Dr. Moore is overwhelmingly committed to board directives and goals set for the college by the board. (S. Krishke)</li> <li>• Dr. Moore provides the board, or directs those on his leadership team to provide, with adequate and detailed data for both projections and results of goals. (S. Krishke)</li> </ul>	<b>7 – Exceeds</b>  <b>1 – Meets</b>  <b>0 – Does Not Meet</b>

Strategic Leadership	Comments:	8 – Exceeds 0 – Meets 0 – Does Not Meet
<p>How effectively does the President:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the culture of the organization and convincingly tell its story?</li> <li>• Discern and communicate the meaning of external trends and the institution's strategic situation?</li> <li>• Renew the mission and articulate a compelling vision?</li> <li>• Shape a productive strategy process and enlist the participation and confidence of others in it?</li> <li>• Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Moore has turned a very negative culture into a positive environment starting from the top, BOT to every level in the organization. His insistence on "telling IRSC's story" is at the forefront of every department and most importantly with regards to "Student Success." Dr. Moore has taken IRSC from the bottom of the list of all the State Colleges in Fla moving quickly up to the top, and I look forward to seeing what our enrollment numbers look like in the next semester and the data moving forward. (S. Caron)</li> <li>• Tim Moore has been able to build a very talented and hardworking strategic team to create a mission and vision to set us apart from other institutions. (J. Conrado)</li> <li>• The process has been inclusive of college faculty and staff as well as business leaders on the Treasure Coast, Florida and the Nation. (J. Conrado)</li> <li>• I mostly agree with Dr. Moore's self-assessment here. (A. George)</li> <li>• I continue to believe the changes necessary in the understanding between the Foundation and the Board of its relationships was handled poorly at the initial stage.<sup>1</sup> (A. George)</li> <li>• Excellent communication of external trends. (A. George)</li> <li>• Multiple compelling initiatives and visions. (A. George)</li> <li>• Productive strategies are underway. (A. George)</li> <li>• We are implementing strategies to meet each initiative and goal. (A. George)</li> <li>• Dr. Moore came to IRSC on full throttle and has kept the pedal to the metal the entire time. He has demonstrated a keen sense of responsibility for this organization, which is what a true leader does. (S. Krishcke)</li> <li>• He has hired personnel that shares his vision, and empowered those, as well as others already employed at the institution to meet or exceed their full potential. (S. Krishcke)</li> </ul>	

<sup>1</sup> I expected the joint workshop would be the two boards improving process and discussing the mutual dependence of the two entities on each other. Instead, I believe it was a surprise attack on the Foundation's finances and leadership. That being said, I deeply appreciate Dr. Moore and the Board working with my approach to re-setting the roles and relationships of the Foundation and the Board of Trustees. I believe the Foundation and the Board have the beginning of a positive, understood relationship.



	<ul style="list-style-type: none"><li>• When Dr. Moore has a mission or is given one, he does not stop until it is complete and has shown great leadership on numerous projects that allow this college to reach its full potential. (S. Krischke)</li><li>• Has come in, shaken up status quo, and moved the institution forward during less than perfect circumstances. (B. Schirard)</li></ul>	
<div>Educational Leadership</div> <div>How effectively does the President:</div> <ul style="list-style-type: none"><li>• Propose educational directions and priorities that motivate others?</li><li>• Assure academic quality by expecting the use of evidence to improve performance?</li><li>• Mobilize resources to support educational programs?</li><li>• Encourage and enable educational and curricular change and innovation?</li><li>• Understand and participate in academic governance and collaborative decision-making?</li><li>• Attract and retain strong faculty?</li></ul>	<div>Comments:</div> <ul style="list-style-type: none"><li>• Dr. Moore's ability to motivate others is admirable, giving clear direction and allowing them to do the job they were hired to do. He always offers support and has high expectations of every department. This has empowered the employees to make decisions based on the mission of the college and the interest of "Student Success." (S. Caron)</li><li>• Tim Moore has implemented a three-year collective bargaining agreement for the first time in IRSC history; this allows us to focus on the students. (J. Conrado)</li><li>• Faculty and staff senates is something the faculty and staff have been asking for many years. Now it is a reality, this will go far to improve moral. (J. Conrado)</li><li>• We have a multitude on educational initiatives and priorities to engage students, staff and business partners (and potential donors)<sup>2</sup> (A. George)</li><li>• We as Board and President have discussed the next stage of a financial accountability of classroom professor to class completion &amp; student employment dollars (tuition, Bright Futures, PrePaid College plans and Foundation money). (A. George)</li><li>• Excellent mobilization of new resources to carry out our mission.<sup>3</sup> (A. George)</li><li>• Part of curriculum change is also out declining enrollment pathways to degrees or certifications if declines are not reversed or no longer reflect our workforce priorities. (A. George)</li><li>• The Faculty Senate and 3-year collective bargaining agreement lay a great foundation for the change and innovation to come in which staff at all levels should have input. (A. George)</li></ul>	<div>8 – Exceeds</div> <div>0 – Meets</div> <div>0 – Does Not Meet</div>

<sup>2</sup> The global list proposal will help us all be reminded of the multiple initiatives and steps towards accomplishment of each.

<sup>3</sup> Please return Michael Hageloh to Strategic Initiatives and hire a Foundation President.

	<ul style="list-style-type: none"> <li>• I acknowledge the efforts with faculty diversity and understand the difficulty of achieving our goal of having a faculty whose diversity resembles that of our student body while we have a stable or declining number of professors (following our declining student enrollment). (A. George)</li> <li>• While his leadership style is not for everyone, and I feel he still has work to do in learning how to deal with those who do not operate in the same capacity or with the same velocity, he does, those who have been stifled seem to have thrived under his leadership. (S. Krischke)</li> <li>• His ability (point 2 and 3) to motivate others to create change and lead with innovation is awe-inspiring. He has shifted and mobilized the resources this college had and were going untapped, to suddenly be used to effect change for students and employees! One might say we have witnessed a “revival” at IRSC under his leadership—and while my first comment had me seeking a “meets” this point requires that I select exceeds. (S. Krischke)</li> <li>• Very team oriented. Has continued to build a very strong administration and faculty. (B. Schirard)</li> </ul>	
<b>Organizational Management</b>  How effectively does the President: <ul style="list-style-type: none"> <li>• Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</li> <li>• Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?</li> <li>• Set high standards and hold people responsible for results?</li> <li>• Make clear and timely decisions?</li> <li>• Make tough decisions?</li> <li>• Use analytical and creative thinking to solve problems?</li> </ul>	Comments: <ul style="list-style-type: none"> <li>• Dr. Moore leads with strong morals and stands behind his faculty and staff. His strength is notable in the areas of assessing situations, both good and bad, and addressing them in a professional, legal and fair manner. He has handled several difficult issues in the upmost professional manner with positive results. The leadership team Dr. Moore has built exceeds any expectation I have, and we are fortunate to have them. (S. Caron)</li> <li>• We had a financial crisis when Dr. Moore took the position, and he has handled that situation professionally and hired experts in the field to resolve the issues he inherited which he has done successfully. (S. Caron)</li> <li>• Tim Moore has implemented changes to the organization to drive results in key performance areas to improve service to our students at an incredible Warp speed. (J. Conrado)</li> <li>• I agree with Dr. Moore’s assessment of wholesale improvements in awareness of our college’s functioning to achieve effective fiscal stewardship. (A. George)</li> <li>• Succeeds in creating a sense of urgency. (A. George)</li> </ul>	<b>8 – Exceeds</b>  0 – Meets  0 – Does Not Meet

<ul style="list-style-type: none"> <li>• Plan for and manage crises?</li> <li>• Attract, retain and develop talented personnel?</li> <li>• Build a leadership team and empower and motivate them to achieve beyond their expectations?</li> </ul>	<ul style="list-style-type: none"> <li>• Agree Dr. Moore is setting high standards. Full education of classroom to budget accountability is not yet known by staff. This is a process 'achieving greater velocity'. (A. George)</li> <li>• Agree; though some decisions need time to be made well. Yes. (A. George)</li> <li>• Dr. Moore's long-term potential opportunities strongly support this. (A. George)</li> <li>• Let's hope this is not further tested. (A. George)</li> <li>• Excellent staff hiring. Acknowledge initial non-retention was at times necessary. (A. George)</li> <li>• I see the Leadership Team and their dedication. I lack knowledge on the broadness of their empowerment.<sup>4</sup> (A. George)</li> <li>• It has been great to see great strides in areas of concern such as enrollment. He is aggressive in pushing for immediate action. (M. Kindell)</li> <li>• The sense of urgency in which Dr. Moore operates on all of these points, and the integrity in which he does it, is surreal. A true leader motivates his team, and organizational management is all about putting the right people on your team in the right place to effect the right change. He empowers his team, has an open-door policy, then holds them accountable. He solves problems using a utilitarian approach, and while it may upset a few, it is good for the students and institution overall. (S. Krischke)</li> <li>• Has been forced to make some tough decisions and has, in my opinion, done the appropriate things in every instance. (B. Schirard)</li> <li>• Continues to develop a strong leadership team via inclusivity and empowerment. (B. Schirard)</li> </ul>	
<b>Financial Management</b>	Comments:	
How effectively does the President:		
<ul style="list-style-type: none"> <li>• Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead,</li> </ul>	<ul style="list-style-type: none"> <li>• When Dr. Moore arrived at IRSC, our financial status was in crisis and he was able to turn it around within the first 90 days of his employ with a 45-million-dollar, unrestricted contribution by "telling our</li> </ul>	<b>8 – Exceeds</b> 0 – Meets 0 – Does Not Meet

<sup>4</sup> I strongly believe the diverse talents of our staff is the strength of our institution. I salute the addition of a donor/foundation-oriented specialist for each campus president. The skill set of a campus president is not necessarily a talented philanthropist seeker.



<p>balances, and investments) and communicate financial realities to stakeholders?</p> <ul style="list-style-type: none"> <li>• Manage resources efficiently and build long-term financial equilibrium?</li> <li>• Inform and engage the Board appropriately?</li> </ul>	<p>story” and being chosen as the recipients, being the highest monetary award in the State of Florida. (S. Caron)</p> <ul style="list-style-type: none"> <li>• I have constant contact with Dr. Moore, and he has been clear that at any time, any Board Member is welcome to contact him and discuss any matter. (S. Caron)</li> <li>• Tim Moore with the capable help of Dr. Pyles were able to implement financial stability to IRSC. We are now operating in an open and transparent manner. (J. Conrado)</li> <li>• Agree with Dr. Tim Moore’s comments. (A. George)</li> <li>• Will work with Dr. Moore to assure the Board of Trustees has opportunities (A. George) <ul style="list-style-type: none"> <li>○ To make sure new trustees know the work that has been done and the BoT’s goals in hiring Dr. Moore and empowering his/our vision,</li> <li>○ Assess the work accomplished and planned, and</li> <li>○ Renew our goals as a team as may be amended by the new BoT and support Dr. Timothy Moore in the ongoing, evolving mission to improve workforce and student college skills.</li> </ul> </li> <li>• He has worked exceptionally hard in working to have the financials improve and be more organized and trackable. (M. Kindell)</li> <li>• While it took a while to learn, and what he learned was a shock, he has led through it and attempted to come out on the other side with open communication with his board and set new policies and procedures that will prevent failed finances in the future. (S. Krischke)</li> <li>• Dr. Pyles has been open and honest with the financial picture and been available to the board for tough questions. Given the past experience and bad taste in the mouths of some board members as to how this happened, I strongly urge the President to make sure his leadership team are prepared at board meetings for tough questions moving forward when it comes to spending requests. (S. Krischke)</li> </ul>
<p><b>Work Plan</b></p> <p>How effectively does the President:</p> <ul style="list-style-type: none"> <li>• Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• Dr. Moore provides updates both by phone and email on all matters pertaining to the college in a timely matter and I have never experienced a lag in information of any nature. He exceeds the goals and objectives of the BOT. (S. Caron)</li> </ul>
	<p>7 – Exceeds</p> <p>1 – Meets</p> <p>0 – Does Not Meet</p>

<ul style="list-style-type: none"> <li>Meet the goals established by the Board and approved by the Board of Trustees?</li> </ul>	<ul style="list-style-type: none"> <li>Tim Moore has empowered his team to engage with DBOT and communicates in a timely manner. (J. Conrado)</li> <li>Agree with Dr. Moore's assessment. (A. George)</li> <li>I appreciate the ability to interact directly with senior administration in a trusting, respecting environment. (A. George)</li> <li>Set standards higher than "compared to previous years." (A. George)</li> <li>Allow more time for the BoT to discuss topics with itself at workshops and retreats (to local campuses on Saturdays). (A. George)</li> <li>Add BoT comments to BoT meetings for any inputs, questions or future issues to be considered and discussed. (A. George)</li> <li>I like the workshops and updates given to the board, though there is a lot of redundancy, the information is good to have! (S. Krischke)</li> <li>I like the board setting annual goals. (S. Krischke)</li> </ul>	
<b>Fund Raising</b>  How effectively does the President: <ul style="list-style-type: none"> <li>Lead and engage others in the fund-raising program?</li> <li>Build relationships with major donors?</li> <li>Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</li> <li>Provide stewardship for gifts that have been received?</li> <li>Inform and engage the Board appropriately?</li> </ul>	Comments:  <ul style="list-style-type: none"> <li>Dr. Moore has hired and reorganized the IRSC Foundation, and I believe it has grown in excess of over \$1.3 million since he has taken his position due to his leadership and the professionals, he has in place to the grow the foundation. The BOT is updated at every meeting as to the Foundations financial status. I have also received personal calls to inform me of large contributions and potential donors. (S. Caron)</li> <li>Tim Moore has been able to streamline the foundation and put the resources in the community for raising funds. (J. Conrado)</li> <li>Agree with Dr. Moore's self-evaluation. (A. George)</li> <li>I made my previous criticism of the transition process with the Foundation under Strategic Leadership. (A. George)</li> <li>I appreciate the new Foundation Board members being appointed along with maintaining continuity with previous ongoing Foundation Board members. (A. George)</li> <li>Great improvement in fundraising than has been seen previously with previous administration (M. Kindell)</li> <li>PPP and bringing companies/investors in has been strong suit of the President. I love the direction of so many of these projects! (S. Krischke)</li> </ul>	<b>8 – Exceeds</b>  0 – Meets  0 – Does Not Meet

	<ul style="list-style-type: none"> <li>Directing the reorganization of the Foundation will change many of the dynamics financially, but to date the ability to seek donors for large projects is top notch. (S. Krischke)</li> <li>Is an active part of the fundraising for the institution. He has also quickly built a strong relationship with many members of the communities he serves. (B. Schirard)</li> </ul>	
<b>External Relations</b>  How effectively does the President: <ul style="list-style-type: none"> <li>Build credibility and influence with external constituencies?</li> <li>Provide leadership to local, regional and national higher education?</li> <li>Increase the visibility and reputation of the institution?</li> <li>Relate to alumni and gain their support?</li> <li>Build credibility and influence with the media, legislators, and public officials?</li> </ul>	Comments:  <ul style="list-style-type: none"> <li>Dr. Moore is a new resident to our area, and he is held in the highest regards with our Local, State and Federal Agencies as well as our local residents, which encompasses four counties. His schedule of speaking engagements is most impressive, and one must wonder if he sleeps. (S. Caron)</li> <li>The nursing program expansion and the expansion of the health sciences programs has established deeper relationships with the healthcare community. (J. Conrado)</li> <li>Agree with Dr. Moore's self-assessment<sup>5</sup> with two (three?) caveats. (A. George) <ul style="list-style-type: none"> <li>First, the changed enrollment posture has not yet reversed the long-term downward trend in enrollment.</li> <li>Second, does "excrement" = 'excitement'? I sure hope so.</li> <li>Third, the school districts relationships will continue to need improvement.</li> </ul> </li> <li>Fort Pierce is a small town; many do not understand the leaving of personnel for conflict, or what has happened internally that only the upper employees and board may be privy to, so the external relations have proven to be a tough one. I understand balancing the desire to shout it from the rooftops the failed leadership in the past, but keeping it private is best, and results will speak for themselves, new relationships will unfold, and this area will improve. (S. Krischke)</li> <li>Has done an outstanding job growing our visibility and reputation since the Aspen award. This does however create the necessity for success in all we endeavor. (B. Schirard)</li> </ul>	<b>7 – Exceeds</b>  <b>1 – Meets</b>  0 – Does Not Meet

<sup>5</sup> Challenge Coin is awesome! I await jumping from a very tall ladder into a very deep pool immediately followed by Dr. Moore.



Internal Relations	Comments:	7 – Exceeds 1 – Meets 0 – Does Not Meet
<ul style="list-style-type: none"> <li>Develop a climate and programs that enhance diversity?</li> <li>Interact with students and demonstrate commitment to their welfare?</li> <li>Work with the faculty to develop initiatives to advance their work and professional well-being?</li> <li>Work with the staff to create opportunities and resources to recognize their service and enhance their development?</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Moore's commitment to diversity is stellar and every student, faculty and employee are treated with the upmost respect and with equality. He continually encourages everyone to challenge themselves and continue to educate themselves and offers various opportunities. (S. Caron)</li> <li>Tim Moore has created an environment of inclusive and diversity at IRSC, interacts with students, is concerned with their success, works with faculty and staff to advance their professional development. (J. Conrado)</li> <li>Dr. Moore exceeded my expectations in administrative diversity hiring so our administration can resemble our student body. (A. George)</li> <li>Full throttled support to the Promise Program being transformative to all non-college background young adults, especially those from low income and minority backgrounds. (A. George)</li> <li>Two former administrators raised criticisms of misogynistic and profane language use by upper administrators. The accusations seek to raise allegations of a hostile work environment, particularly for female employees. This seeds the groundwork for future unhappy employees to see a target painted on some elements of upper administration and listen for and echo back, in context or not, the same accusations. (A. George)</li> <li>We, Dr. Moore and the Board of Trustees, have the opportunity to: (A. George) <ul style="list-style-type: none"> <li>actively review our relevant college policies<sup>6</sup>,</li> <li>assure professional development is provided to all IRSC employees to assure IRSC is a welcoming workplace,</li> <li>have (or reaffirm) a procedure for reporting inappropriate workplace language or conduct,</li> <li>have Dr. Moore assure all employees, from upper administration to non-classroom employees, understand and are held accountable for any potential inappropriate conduct or language that could be construed as creating a hostile workplace.<sup>7</sup></li> </ul> </li> </ul>	

<sup>6</sup> We all know the policies are in need for across-the-gamut updates to be compliant with current law.

<sup>7</sup> If the accusations have even partial credence, it is controllable and inappropriate.

	<ul style="list-style-type: none"> <li>• It thrills me to see that he speaks to every employee at the college no matter what the role they play. (M. Kindell)</li> <li>• Dr. Moore has done a great job leading this organization to a new place of trust, while still building, and moving forward. That can be tough-as often people push pause on many things while developing a new culture...I give credit for Dr. Moore and his team to be able to lead THROUGH the change AND remain faithful to so many new projects, growth, and mission oriented reorganization simultaneously. (S. Krischke)</li> <li>• The empowerment I have seen employees given and the potential they will reach under Dr. Moore's leadership is a true sign of leadership! (S. Krischke)</li> </ul>	
<p><b>Board and Governance Relations</b></p> <p>How effectively does the President?</p> <ul style="list-style-type: none"> <li>• Build the relationship with the Board?</li> <li>• Gain support from the board, especially on controversial issues?</li> <li>• Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</li> <li>• Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?</li> <li>• Involve the Board in strategy in productive and appropriate ways?</li> <li>• Focus the Board's attention on issues related to the President's professional development and personal welfare?</li> <li>• Focus the Board's attention on decision-making and governance systems that need improvement?</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• Dr. Moore has hosted many workshops to bring the BOT together in a less formal environment, where we are able to have open discussions with one another and abide by the Sunshine laws set forth by the State of Florida. He has asked for our input on meeting agenda's and arranged for faculty and staff to be present if required. (S. Caron)</li> <li>• Tim Moore is a great communicator. He is clear, open and transparent. He always seeks feedback from the board, and he is well respected by all of us. (J. Conrado)</li> <li>• Dr. Moore excels in having open communications between staff and the BoT. (A. George)</li> <li>• This last year Dr. Moore has increased his individual communications with me on upcoming initiatives. (A. George)</li> <li>• Dr. Moore has allowed me to (rarely) express constructive criticism and appears to accept my private comment without acrimony. (A. George)</li> <li>• Dr. Moore, in my opinion, has excellent relations with us on the BoT both individually and as a group. (A. George)</li> <li>• Dr. Moore keeps the board in the loop (we don't have to read it in the paper), offers workshops, asks our opinions, has his faculty and staff open to us, allows us to ask questions, and is open and transparent. He listens and responds to requests and gets answers quickly. (S. Krischke)</li> </ul>	<p><b>8 – Exceeds</b></p> <p>0 – Meets</p> <p>0 – Does Not Meet</p>

<p><b>Personal Characteristics and Values</b></p> <p>How effectively does the President:</p> <ul style="list-style-type: none"> <li>• Demonstrate persistence in reaching goals?</li> <li>• Lead change?</li> <li>• Use political skills to negotiate agreements, create coalitions and build consensus?</li> <li>• Display interpersonal and people skills?</li> <li>• Communicate clearly and convincingly in various forms and contexts?</li> <li>• Show respect for others?</li> <li>• Listen?</li> <li>• Examine and challenge his or her assumptions and show a willingness to explore other viewpoints?</li> <li>• Understand his or her and others' feelings?</li> <li>• Reconcile conflict between self and others, and among groups and individuals?</li> <li>• Demonstrate honesty and integrity?</li> <li>• Inspire trust and confidence?</li> </ul>	<ul style="list-style-type: none"> <li>• Transparency! (B. Schirard)</li> </ul> <p>Comments:</p> <ul style="list-style-type: none"> <li>• Dr. Moore may appear to be impatient, but I believe persistent would best describe his nature. "No, is not an option" and if the plan is unattainable, he makes suggestions to take other routes and finds ways to navigate any obstacles for a successful outcome. His communications skills are firm and to the point, which leaves no room for decisiveness and misunderstandings. His respect for others would never, in my opinion, be up for question. He is honorable and stands behind his words and actions. He has an ear to hear what the BOT has to say, as well as anyone, of any rank. (S. Caron)</li> <li>• Tim Moore is high energy, hardworking individual that stays on task and completes his goals. (J. Conrado)</li> <li>• He is easy to talk to and considerate of others, as a trustee I feel privileged to have him serving as president of IRSC. (J. Conrado)</li> <li>• I agree with Dr. Moore's self-assessment. (A. George)</li> <li>• The BoT two years ago had individual trustee feelings and thoughts on how we wanted IRSC to evolve. Within the hiring process for Dr. Massey's successor, we learned we had a unified vision of the IRSC we wanted, and the leadership vision we needed to carry that out. We unanimously hired Dr. Moore. Dr. Moore came across as the educational expert we wanted to re-envision and redesign IRSC. (A. George)</li> <li>• Dr. Timothy E. Moore was a sometimes-entrepreneurial scientist and sometimes university leader with a vision of how upper education could be re-envisioned and transformed. He had concepts, contacts and was seeking the opportunity. We gave him the opportunity. (A. George)</li> <li>• Dr. Moore has now implemented waves of change, improvements and is on course to delivering new ways of funding student education less reliant of tax dollars. We, with Dr. Moore's leadership, are expanding who we are capable of educating and doing so with support from our stakeholders and state leadership. (A. George)</li> <li>• IRSC is not on steroids. IRSC is on probiotics and developing the muscle and muscle memory to accomplish our goal of being the go-to educational institute for students and employers near (and far). (A. George)</li> </ul>	<p><b>8 – Exceeds</b></p> <p>0 – Meets</p> <p>0 – Does Not Meet</p>
--	--	---



	<ul style="list-style-type: none"> <li>• There is not enough to be said about Dr. Moore and his personal integrity. Many elected and appointed officials, once in office, tend not to do the right thing. Dr. Moore is trustworthy, has true military grit, is laser-focused, and respectful of all times to the responsibilities of this board. (S. Krischke)</li> <li>• When you have someone with integrity at the helm, you can trust them to do the right thing when you are not looking, which is allowing us to focus on policy and oversight, as opposed to wondering what is going on behind closed doors, or during the day-to-day operations of the college. (S. Krischke)</li> <li>• Dr. Moore has not only led with integrity, but he has faithfully put his trust in others and given THEM the ability to lead in the same way. (S. Krischke)</li> <li>• I believe Dr. Moore's personal characteristics and values are what go him selected in the first place and they have served the institution well as he has settled into his role as president. (B. Schirard)</li> <li>• It is pretty clear that he demands focus and hard work but also allows personal input and free thought. (B. Schirard)</li> </ul>	
<b>Summary Questions</b> <ol style="list-style-type: none"> <li>1. What have been the president's major accomplishments in the leadership of the institution over the last year?</li> <li>2. What single thing would you suggest to improve the president's effectiveness?</li> <li>3. What other points need to be covered?</li> </ol>	<b>Comments:</b> <ul style="list-style-type: none"> <li>• Dr. Moore has turned a toxic culture into a positive and fruitful culture. His understanding of the importance to have IRSC sustainable and not be codependent on State and Federal funding is admirable and is instrumental in not putting a tax burden on our residents to subsidize our Institution. Economic Development and Career opportunities are at the top of the list and P3 Partnerships pave the way for great success. Students are ALWAYS first at Indian River State College. (S. Caron)</li> <li>• "CONTINUE" (S. Caron)</li> <li>• Indiantown Project, Child Development Center, Promise Program, Private industry partnering &amp; Baseball/Softball project (J. Conrado)</li> <li>• Indiantown High School (A. George, C. Luna)</li> <li>• First, pause at time to celebrate our accomplishments and allow staff to catch their breath. (A. George)</li> <li>• Second, bring our new trustees up to speed on what we have addressed, are envisioning. (A. George)</li> </ul>	



	<ul style="list-style-type: none"> <li>• When do we discuss salary and benefits goals? (A. George)</li> <li>• I do not have anything at this point to add or detract from his leadership that hasn't already been said. Dr. Moore is a strong leader and I look forward to his continued service to this institution for a long time to come. (S. Krishke)</li> <li>• As I move on to other ventures in my current place in life, I am excited to see what this college does next! (S. Krishke)</li> <li>• Developing a clear path and future for the Foundation Board. (C. Luna)</li> <li>• Promise Program Launch – leading to enrollment increase (C. Luna)</li> <li>• Facility improvements and a Plan for future improvements. (C. Luna)</li> <li>• Financial accuracy and transparency and developed Financial Literacy for Faculty and Staff. (C. Luna)</li> <li>• The very fast establishment of the Indiantown Charter High School stands out in my mind and the speed at which it came to fruition. (B. Schirard)</li> <li>• Can't really suggest anything. Just keep being himself. His style seems to be a healthy change. (B. Schirard)</li> <li>• It is my belief that President Moore's major accomplishment over the past year has been the assembling of his team that has identified areas within the institution that demanded immediate change (Financial, Leadership and Vision.) (M. Thornton)</li> </ul>	
--	---	--

Evaluation Reviewed with President by Anthony D. George, Jr., Chair, Board of Trustees: \_\_\_\_\_

Print Name: Anthony D. George, Jr.

Date: August 23, 2022

Accepted by President: \_\_\_\_\_

Print Name: Timothy E. Moore

Date: August 23, 2022

# APPENDIX B



screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

## Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.

Sport	Men's	Women's Sport	Men's	Women's
Archery	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey		<input type="checkbox"/>	<input type="checkbox"/>	
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Softball		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Synchronized Swimming		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Softball			21
Swimming and Diving (combined)	25		25
Swimming	21		22
Diving	4		3
Volleyball			16
Total Participants Men's and Women's Teams	61		74
Unduplicated Count of Participants (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	61		74

CAVEAT

\*For each men's or women's team that includes opposite sex participants, specify the number of male and the number of female students on that team in this caveat box.  
This does not apply for coed teams.  
\*If you selected **Other Sports**, specify which team(s) are included.  
\*Additionally, provide any other clarifying information here.

If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

Head Coaches - Men's Teams

For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

and Cross  
Country  
(combined)

Water Polo

☐☐

Weight Lifting

☐☐

Wrestling

☐☐

Other Varsity  
Sports (Specify  
sports in the  
caveat box.)\*

☐☐

**Caveat (Specify Other Varsity Sports):**

\*Use the caveat to list the "Other Varsity Sports" if you checked the box above. You should only include intercollegiate varsity sports in your EADA disclosures.  
\*The caveat on this screen is for internal use and does not appear on the EADA Dissemination Website (public site). If you want information to appear on the public site, enter it on the Athletic Participation screen.

If you save the data on this screen, then return to the screen to make changes, note the following:

1) If you select an additional team remember to include associated data for that sport on subsequent screens;

2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

**Athletics Participation - Men's and Women's Teams**

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams

Men's Teams

Women's Teams

Baseball

25

Basketball

11

12

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

	Male Head Coaches			Female Head Coaches			
Varsity Teams	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee or Volunteer	Total Head Coaches
Baseball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Basketball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Swimming and Diving (combined)	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Coaching Position Totals	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

CAVEAT

## Head Coaches - Women's Teams

For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.



11/8/22, 11:20 AM

Varsity  
Teams

2022 EADA Survey

Assigned to Team on a Full-Time Basis

Assigned to Team on a Part-Time Basis

Full-Time Institution Employee or Volunteer

Part-Time Institution Employee or Volunteer

Assigned to Team on a Full-Time Basis

Assigned to Team on a Part-Time Basis

Full-Time Institution Employee or Volunteer

Part-Time Institution Employee or Volunteer

Total Head Coaches

Basketball

Softball

Swimming  
and Diving  
(combined)

Volleyball

Coaching  
Position  
Totals

CAVEAT

## Head Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.  
Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the Instructions link on this screen.

Men's Teams

Women's Teams

Average Annual Institutional Salary per Head Coaching Position  
(for coaching duties only)



11/8/22, 11:20 AM

2022 EADA Survey

Number of Head Coaching Positions Used to Calculate the Average

Number of Volunteer Head Coaching Positions (Do not include these coaches in your salary or FTE calculations.)

Average Annual Institutional Salary per Full-time equivalent (FTE)

Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average

CAVEAT

## Assistant Coaches - Men's Teams

For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches			Female Assistant Coaches			Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	
Baseball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Basketball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Swimming and Diving	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>

Coaching Position Totals	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>
--------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

CAVEAT

### Assistant Coaches - Women's Teams

For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches			Female Assistant Coaches			Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	
Basketball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Softball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Swimming and Diving (combined)	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Volleyball	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Coaching Position Totals	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="5"/>

CAVEAT

### Assistant Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays assistant coaches as compensation for coaching. Do not include benefits on this screen. Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total. For help calculating the FTE total click on the Instructions link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coaching Position (for coaching duties only)	32,663	34,948
Number of Assistant Coaching Positions Used to Calculate the Average	4	5
Number of Volunteer Assistant Coaching Positions (Do not include these coaches in your salary or FTE calculations.)		
Average Annual Institutional Salary per Full-time equivalent (FTE)	43,551	43,685
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	3.00	4.00

CAVEAT

## Athletically Related Student Aid - Men's and Women's Teams

Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Amount of Aid	537,316	694,176	1,231,492
Ratio (percent)	44	56	100%

CAVEAT

## Recruiting Expenses - Men's and Women's Teams

Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	3,919	6,980	10,899

CAVEAT

## Operating (Game-Day) Expenses - Men's and Women's Teams by Team

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.

For a sport with a men's team and a women's team that have a combined budget, click here for special instructions. Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

	Men's Teams				Women's Teams			
Varsity Teams	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	Total Operating Expenses	
Basketball	11	9,877	108,642	12	5,807	69,689	178,331	
Baseball	25	3,713	92,823				92,823	
Softball				21	3,648	76,613	76,613	
Swimming and Diving (combined)	25	1,361	34,031	25	1,198	29,947	63,978	
Volleyball				16	3,291	52,654	52,654	
Total Operating Expenses Men's and Women's Teams	61		235,496	74		228,903	464,399	

Note: This screen is for game-day expenses only.

## Total Expenses - Men's and Women's Teams

Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.  
Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	377,525	349,210	726,735
Baseball	482,988		482,988
Softball		452,566	452,566
Swimming and Diving (combined)	378,526	344,025	722,551
Volleyball		353,640	353,640
Total Expenses of all Sports, Except Football and Basketball, Combined	861,514	1,150,231	2,011,745
Total Expenses Men's and Women's Teams	1,239,039	1,499,441	2,738,480
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			471,058
<b>Grand Total Expenses</b>			<b>3,209,538</b>



## Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.

Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.

Report actual numbers, not budgeted or estimated numbers. Please do not round beyond the next dollar.

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	377,525	349,210	726,735
Baseball	482,988		482,988
Softball		452,566	452,566
Swimming and Diving (combined)	378,526	344,025	722,551
Volleyball		353,640	353,640
Total Revenues of all Sports, Except Football and Basketball, Combined	861,514	1,150,231	2,011,745
Total Revenues Men's and Women's Teams	1,239,039	1,499,441	2,738,480
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			471,058
<b>Grand Total for all Teams</b> (includes by team and not allocated by gender/sport)			3,209,538

CAVEAT

## Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

	Men's Teams	Women's Teams	Total
1 <u>Total of Head Coaches' Salaries</u>	165,339	208,932	374,271
2 <u>Total of Assistant Coaches' Salaries</u>	130,652	174,740	305,392
3 <u>Total Salaries (Lines 1+2)</u>	295,991	383,672	679,663
4 <u>Athletically Related Student Aid</u>	537,316	694,176	1,231,492
5 <u>Recruiting Expenses</u>	3,919	6,980	10,899
6 <u>Operating (Game-Day) Expenses</u>	235,496	228,903	464,399
7 <u>Summary of Subset Expenses (Lines 3+4+5+6)</u>	1,072,722	1,313,731	2,386,453
8 <u>Total Expenses for Teams</u>	1,239,039	1,499,441	2,738,480
9 <u>Total Expenses for Teams Minus Subset Expenses (Line 8 - Line 7)</u>	166,317	185,710	352,027
10 <u>Not Allocated Expenses</u>			471,058



11/8/22, 11:20 AM

2022 EADA Survey

11	<u>Grand Total Expenses (Lines 8+10).</u>				3,209,538
12	<u>Total Revenues for Teams</u>	1,239,039	1,499,441		2,738,480
13	<u>Not Allocated Revenues</u>				471,058
14	<u>Grand Total Revenues (Lines 12+13).</u>				3,209,538
15	<u>Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8).</u>	0	0		0
16	<u>Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11).</u>				0

To return to a data entry screen, click on the link in the Navigation Menu.  
To proceed to the Supplemental Information screen, click on the link in the Navigation Menu or click on the "Next" button on this screen.

## Supplemental Information (optional)

This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program.  
This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk.  
To explain specific data entered on a previous screen, please use the caveat box on that screen.

# Printable Read-Only Institution Forms

## Registration

First Name

Scott

Last Name

Kimmelman

Title

Athletic Director

Address 1

3209 Virginia Avenue

Address 2 (Optional)

City

Ft. Pierce

State

Florida

ZIP Code

34981

Phone

7724627760

Extension (Optional)

11/8/22, 11:21 AM  
Fax (Optional)

Printable Read-Only Institution Forms

7724627850

E-mail Address

skimmelm@irsc.edu

Comment

*\* Please use this box if you would like to provide additional contact information such as a cell phone number or the best time to reach you if there are questions about your survey. Also, if the person listed above is not the person who enters the data, please provide the name and contact information for the person who enters the data. This information is for the survey help desk staff only. It will not be seen by the public.*

## General Information

Institution Name : Indian River State College

Address 1

3209 Virginia Ave

Address 2 (Optional)

City

Fort Pierce

State

Florida

ZIP Code

34981-5596

Phone

(772) 462-4772

Extension (Optional)

Institution Name Alias (Optional)

# Athletic Department

Athletic Director Name

Scott Kimmelman

Address 1

3209 Virginia Avenue

Address 2 *(Optional)*

City

Ft. Pierce

State

Florida

ZIP Code

349815599

Phone

(772) 462-7760

Extension *(Optional)*

# Chief Administrative Officer

Admin Name

Dr. Timothy Moore

Title

President

Admin Email

timmoore@irsc.edu

Phone

(772) 462-4701

Extension (Optional)

Fax (Optional)



# EADA General

## Designated Reporting Year

*\*Note: The reporting period must be 12 months. The dates for the reporting year should be consistent from year to year.*

Begins:

08/01

/ 2021

Ends:

07/31

/ 2022

## Number of Full-time Undergraduates by Gender

The numbers below were reported on your institution's 2021-22 IPEDS Survey and should not be changed unless they were reported incorrectly to IPEDS. The numbers indicate the full-time certificate or degree-seeking total. If the numbers are incorrect, please call the EADA Help Desk.

	Number	Percent
Male full-time undergraduates	1 581	43%
Female full-time undergraduates	2 108	57%
Total full-time undergraduates	3 689	100%

## Athletic Sanctioning Body for the Designated Reporting Year (select one):

- ☐ NCAA Division I-FBS
- ☐ NCAA Division I-FCS
- ☒ NCAA Division I without football
- ☐ NCAA Division II with football
- ☐ NCAA Division II without football
- ☐ NCAA Division III with football
- ☐ NAIA Division I
- ☐ NAIA Division II
- ☒ NJCAA Division I
- ☐ NJCAA Division II
- ☐ NJCAA Division III
- ☐ NJCAA Division I
- ☐ CCCAA
- ☐ NWAC
- ☐ USCAA
- ☐ Independent
- ☐ Other

11/8/22, 11:21 AM

Printable Read-Only Institution Forms

**Update Status**  
football

☐ NCAA Division II

Date Completed: 9/29/2022

Updated

This concludes the 2022-23 Annual Equity Update Report, which must be submitted, as a Word