

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD STUDY SESSION AGENDA

Wednesday, July 8, 2020

4:00 pm

Zoom Meeting Access (Open to the Public):

Webinar Link: <https://cccconfer.zoom.us/j/91513113440>

iPhone one-tap: +16699006833,,91513113440#

Telephone Dial: (669) 900-6833

Webinar ID: 915 1311 3440

Notice: This meeting will be held in accordance with Executive Order N-25-20, N-29-20 and N-33-20 issued by California Governor Gavin Newsom on March 12, 17, and 19, 2020, the Ralph M. Brown Act, and the Federal American With Disabilities Act.

In an effort to control the spread of COVID-19, this meeting will not be physically open to the public. All members of the public may participate in the meeting via Zoom Webinar. Upon entry into the meeting; all computers and telephones except for the Board of Trustees, the Chancellor, and the Board Clerk shall be muted.

1. CALL TO ORDER

Board President

2. ORAL COMMUNICATIONS

The public may comment on any items within the Board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. Speakers are limited to three minutes. If you wish to speak to a particular item on the current board agenda, your comments will be taken up at the time the Board takes up that item.

Members of the public have three options to offer public comment:

- 1) Email your full name and the matter you wish to speak about to board@losrios.edu no later than 3:00pm on April 15, and you will be called on by the Board President during this portion of the meeting.*
- 2) Use the Q&A function in Zoom to submit your full name and the matter you wish to speak about to the Clerk of the Board. You will be called on by the Board President during this portion of the meeting.*
- 3) If participating by phone, you may "raise your hand" by dialing *9 during the public comments portion of the meeting. When you raise your hand, you will be recognized by the President of the Board and asked to provide your full name and the matter you wish to speak about.*

3. BOARD STUDY SESSION

A. Social Justice in Action (Page 2)

Brian King

4. ACTION

A. Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2019-2020 (Page 4)

Jamey Nye

B. Resolution No. 2020-08: Five Year Capital Outlay Plan (Page 17)

Mario Rodriguez

C. Resolution No. 2020-09: Affirming our Commitment to Student Success for Black and African American Students (Page 20)

Brian King

5. ADJOURNMENT

LOS RIOS BOARD OF TRUSTEES

Dustin Johnson President • Area 1	Deborah Ortiz Vice President • Area 6	Robert Jones • Area 2 John Knight • Area 3 Vacant • Area 4	Pamela Haynes • Area 5 Tami Nelson • Area 7 Toni Schiffmaier • Student Trustee
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Regular Board Meetings are generally held every second Wednesday of the month at 5:30 pm • *Note: Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3039.*

Next Meeting: August 12, 2020 • Regular Board Meeting • Zoom Conference

Public records provided to the Board for the items listed on the open session portion of this agenda will be posted on the District's website: www.losrios.edu as soon as they are available.



Help Us Help You

Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3039) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. The District will swiftly resolve those requests consistent with the ADA and resolving any doubt in favor of accessibility.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 8, 2020

SUBJECT:	Social Justice in Action	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Board Study Session Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Brian King, Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	X

BACKGROUND:

Los Rios made the decision to pivot to fully remote operations on March 13, 2020 in response to the COVID-19 pandemic. It is almost impossible to overstate the tremendous amount of change that has taken place in less than four months since the transition to remote operations. Almost overnight, faculty and staff converted courses and services from face-to-face to remote and online. As the impacts of COVID-19 have continued, Los Rios made the decision to continue remote operations for the Fall 2020 semester. On May 15, Governor Newsom provided his May Revise budget that reflected the reality that the state budget for the new fiscal year beginning July 1, 2020, will be drastically impacted by a decline in revenues caused by the ongoing pandemic. The death of George Floyd on May 25, 2020 and the wave of national protests that followed shined a spotlight on deep inequities based on race in the United States faced by our Black and African American students, faculty and staff. We recognize that similar inequities are also a reality for other racial and ethnic groups, including, but not limited to, our LatinX, indigenous, and LGBTQ+ students.

STATUS:

In most years, the July Board agenda is a fairly light agenda. For 2020, the confluence of dramatic events of recent months makes this July very unique and important. In recent weeks, the theme has emerged that this is a time for action. Words matter, but too many times before dialog and conversation have not resulted in courageous actions to make a difference in the lives of our students. Before the events of March 13, the Board planned for the July Study Session to address the Brown Act. In response to the confluence of historic events beginning March 13, the Board has requested that staff provide information on three very important topics of great significance:

1. *Specific Targets to Improve Outcomes for Black and LatinX Students.* Our four college presidents have worked together to identify important targets for Fall 2020 to improve outcomes for all students with a focus on Black and LatinX students. Our college presidents and Vice Chancellor Nye will present specific targets for the Fall 2020 semester and explain the importance of collegial consultation with faculty and collaboration with staff in meeting the ambitious targets.
2. *Reform of the Los Rios Police Department and Public Safety Education.*

- a. Vice Chancellor Rodriguez and Chief Savidge will provide an overview of reforms underway in the LRPD and also share a summary of current public safety statistics and policies as requested by the Board of Trustees.
 - b. Faculty and administrators will provide an overview of conversations underway to consider reform of Peace Officer Standards and Training (POST) and other Public Safety programs across Los Rios.
3. *Coordination and Alignment of Equity Work at the Los Rios Colleges.* Associate Vice Chancellor Dixon will provide an overview of the role of consultants Cynthia Olivo and Lasana Hotep in coordinating and aligning equity work underway at the four colleges, including the colleges' Student Equity Plans and the commitment to measurable targets to improve outcomes for Black and LatinX students.



RECOMMENDATION:

This item is presented to the Board of Trustees for information and discussion.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 8, 2020

SUBJECT:	Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2019-2020	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	x
		INFORMATION	

BACKGROUND:

Each year, community college districts receive money from the California Community College Chancellor’s Office (CCCCO) Equal Employment Opportunity (EEO) Fund. The allocation of funding is contingent on compliance with the CCCCCO EEO Fund model. This model was established to increase compliance with legal EEO requirements and to provide our students with the educational benefits of a diverse workforce. The CCCCCO has identified nine best-practice areas for success in promoting EEO. These nine areas will serve as the “multiple methods” for allocating the EEO Fund to districts.

The District’s EEO Advisory Committee, chief human resources officer, chief executive officer and governing board must certify on the EEO Fund Multiple Method Allocation Model Certification Form (EEO Fund Certification Form) that the District met a minimum of the multiple method requirements in order to receive EEO funds.

STATUS:

The Human Resources office prepared and presented the 2019-2020 EEO Fund Multiple Method Allocation Model Certification Form to the District’s EEO Advisory Committee. The District’s EEO Advisory Committee certified the 2019-2020 EEO Certification Form during their June 16, 2020 meeting, indicating that the District met each of the nine multiple method requirements. The chief human resources officer and chancellor have certified the EEO Fund Certification Form. The EEO Fund Multiple Method Allocation Model Certification Form is attached, with the associated District and college documents available for review in the Human Resources office.

RECOMMENDATION:

It is recommended that the Board of Trustees approve and certify the 2019-2020 EEO Fund Certification Form.



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

District Name: Los Rios Community College District

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).

- Yes**
- No**

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)

- Yes**
 - Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for hiring committees)
 - Method 7 (Professional development focused on diversity)
 - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
 - Method 9 (Grow-Your-Own programs)
- No**

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.

Chair, Equal Employment Opportunity Advisory Committee

Name: Peter V. Khang Title: Director, Human Resources

Signature:  Date: 6/29/2020

Chief Human Resources Officer

Name: Jacob Knapp Title: Associate Vice Chancellor, Human Resources

Signature: _____ Date: _____

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Brian King Title: Chancellor

Signature: _____ Date: _____

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____, 2019

Name: _____ Title: President/Chair, Board of Trustees

Signature: _____ Date: _____



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district’s success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

Mandatory for Funding

1. District’s EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

Pre-Hiring

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?

- Yes**
- No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor’s Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district’s Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Multiple Method #1

- In compliance with Title 5 section 53005, the District has an established EEO District-wide Advisory Committee that meets annually (agenda attached, 1.1).
- The District has submitted the Expenditure/Performance Reports for 2018-19 (Annual EEO expenditure report attached, 1.2).
- The District approved a new EEO Plan on May 15, 2019 (attached, 1.3). The District has been working hard on implementing the new changes in the current EEO Plan. The Plan prioritizes equity in job descriptions, screening criteria, and interview questions by infusing equity-minded questions and criteria. With the help of the Center for Urban Education, the District has made substantial changes to infuse equity throughout the hiring process. The District has also created a repository of approved interview questions to ensure all candidates have a fair opportunity with the District. The District is continuing to prioritize longitudinal data to track the equity and diversity work. Data is continually provided at trainings and equity presentations to show the progress that is currently being made. Lastly, the District is working on implementing the EEO Plan's new goals of pushing resources and trainings online to be readily accessible to current and prospective employees.



Equal Employment Opportunity
 Fund Multiple Method Allocation
Certification Form
Fiscal Year 2019-2020

To receive funding for this year’s allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Multiple Method #2

- The Los Rios CCD Strategic Plan addresses diversity, changing student demographics, and closing the equity gap.(attached, 2.1).

- The District’s Mission Statement addresses a commitment to diversity. Several of the colleges’ individual statements also include statements referencing cultural competence/responsiveness and social justice. (attached, 2.2). These statements are published on district and campus websites and physically posted at prominent locations at each site.

- The Los Rios CCD Faculty Hiring Manual addresses the importance of a diverse workforce and diverse hiring committees. The District Faculty Hiring Manual was updated in March of 2019 (attached, 2.3). The manual is currently being updated to align the adjunct faculty section with the full-time faculty process. An updated manual should be released in Fall of 2020. The The Los Rios Equity Hiring Handbook for Hiring Process is a resource for equity officers and equity representatives who serve to ensure an equitable screening and selection process. (attached, 2.4.)

- Los Rios CCD Board Policies and Regulations require that a trained Equity Representative serve on each hiring committee. Equity Representatives must receive training updates by campus EEO’s at least every two years per the Los Rios CCD Equity Hiring Manual (See 2.4). This training is in addition to the Equity training required of all committee members.

- Los Rios Board Polices and Regulations address equal opportunity and non-discrimination for students, staff, faculty and managers and states: “The District and its Colleges in their human resource practices guarantee that staff members, applicants, and persons involved in employment relations with the District shall not be unlawfully discriminated against, harassed, or excluded from any benefits, activities, or programs on the grounds of ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status.”, and that the “...District shall take appropriate steps to halt any unlawful discrimination, harassment, or exclusion and prevent its recurrence and the District shall take appropriate steps to remedy the effects of any unlawful discrimination, harassment, or exclusion”. (attached, 2.5: Students: Policies: 2113, 2114, 2423, 2424 & Regulations: 2113, 2423, 2425
 Faculty: Policies: 5111, 5172, 5173 & Regulations: 5111, 5121, 5172, 5176



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Classified: Policies: 6111, 6161, 6163 & Regulations: 6111, 6122, 6163, 6165
Management/Confidential: Policies: 9111, 9152, 9153 & Regulations: 9111, 9121, 9152, 9157)

- The District timely and thoroughly investigates all complaints of discrimination and harassment and takes appropriate action where a violation is found (Board Regulation 5172 Discrimination and Harassment Complaints) (attached, 2.6).

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Multiple Method #3

- The District provides travel reimbursement for faculty and management positions, as well as the option to conduct first stage interviews remotely via Skype or CCC Confer for interviewees, which includes hard-to-hire areas/disciplines such as Nursing, Sciences, Mathematics, Career Technical, etc. The procedure/guideline on travel reimbursement for candidates is attached, as well as a faculty job advertisement which addresses candidate travel reimbursement. (attached, 3.1)
- Los Rios has a new dedicated webpage on Guidelines for Reimbursement and a "Candidate Reimbursement Policy" (attached, 3.2) Reimbursement rates were increased for first and second interviews based on a flat mileage distance. The reimbursement process was simplified to allow candidates to easily submit travel and reimbursement claims.
- Los Rios has developed a detailed four-part framework by which to evaluate the qualifications of hard-to-hire and uniquely qualified faculty applicants using an Equivalency Verification Form. (attached, 3.3). This framework takes into consideration varying degrees of specialized training, work experience, recognized accomplishments and education.

Does the District meet Method #4 (Focused outreach and publications)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #4.

Multiple Method #4

- The District uses a variety of diversity- related advertisement/recruitment resources for focused outreach to diverse groups and publications (attached, 4.1).
- The District also utilizes focused outreach and diverse publications for advertising its Faculty Diversity Internship Program (FDIP) (flyer attached, 4.2). The goal of the FDIP is to attract and train diverse individuals to become Adjunct and Full-Time Professors with the Los Rios CCD.
- The District maintains a “Pathways to Los Rios” website, which includes information on the District, demographics, application tips and techniques, and a detailed breakdown of the hiring process. (<http://losrios.edu/hr/Pathways/Faculty&Administrative.pdf>) The purpose of this link is to ensure transparency and equal access for all interested applicants.
- The District employs a Recruitment Officer who actively networks and forms partnership with external agencies to enhance recruitment of diverse applicants. Examples of those agencies include: the Latina Leadership Network of the California Community Colleges, the Sacramento African American Chamber of Commerce, the Sacramento Asian Chamber of Commerce, the Sacramento Hispanic Chamber of Commerce and the Sacramento Rainbow Chamber of Commerce. The Recruitment Officer ensures that positions are advertised to maximize inclusivity for diverse populations. She also attends recruitment outreach events.
- The District maintains updated job descriptions per collective bargaining agreements (LRCEA contract Section 15.3 Job Classification Review and LRSA contract Section 5.12, attached, 4.3). Inclusive faculty job descriptions are developed on an ongoing basis and in coordination with the College/District division and Human Resources per the Faculty Hiring Manual.
- The District participated in the Dr. King/Diversity Expo Job Fair in Sacramento on January 20, 2020, the Urban League Diversity Job Fair on February 5, 2020, the Hispanic Chamber Salud Business Awards Luncheon on March 6, 2020, and the Transgener Job Fair on April 24, 2020 (see attached, 4.4).
- On a statewide level, the District participated in the California Community Colleges Registry Job Fair for Faculty and Administrators in Los Angeles on January 24-25, 2020 and the CCC Registry’s Northern California job fair in San Francisco, California on February 1, 2020.

- The District's recruitment department has initiated a Northern California Colleges/Universities Graduate Division Outreach Program, identifying and building relationships with graduate programs with diverse students in Los Rios hard-to-fill disciplines.

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Multiple Method #5

- Los Rios has partnered with the Center for Urban Education (CUE) in an effort to address diversity throughout the hiring process, and has made significant changes to job announcements, interview questions, and hiring procedures to ensure that equity and diversity are at the forefront of our efforts. (October 2019 CUE Institute for Equity in Faculty Hiring Report, attached 5.1)
- Human Resources reviews the diversity of applicant and interview pools for each position/recruitment, and takes appropriate measures if/when concerns occur. Applicant and employee demographics are reviewed annually with the Board of Trustees.
- Per the District's EEO Plan and Board Regulations/Policies on Hiring Committees (R-5121 and R-5122 attached, 5.2) each hiring committee member is required to receive Title 5 training and each committee must include a trained Equity Representative.
- Salary information requests have been removed from all employment applications and employment reference check forms in consideration of efforts towards gender pay equality.
- The Los Rios CCD Faculty Hiring Manual requires hire committees to include screening and interview criteria on a candidate's ability/experience with diversity. (Faculty Hiring Manual - Sections VI - A, VI – B, and VII – A). (see 2.3.)

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Fiscal Year 2019-2020

- Per the Equity Manual on Hiring, applicant pools may not be released for review by hiring committees until both the screening criteria and interview questions have been finalized.
- Upon a recommendation for hire, the Equity Representative completes an EEO Checklist (attached, 5.3), which addresses the District's commitment to equity, fairness and inclusion/diversity.

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Multiple Method #6

- On October 4, 2019, the Los Rios CCD hosted an institute for equity in faculty hiring that was facilitated by CUE for representatives from the district's four colleges and district office employees. (See CUE Institute for Equity in Faculty Hiring Report, attached 6.1) The institute consisted of three separate sections. The first was a one-hour meeting with leadership from the district and the colleges. The second was a four-hour meeting with college and district administrators, supervisors, and administrative assistants. The third session was a four hour meeting with college faculty. The purpose of these meetings was to give an introduction to racial equity in faculty hiring at Los Rios CCD, present overall data, and facilitate discussions about racial equity in the hiring process as well as the matriculation process for new faculty. Each participant received a workbook titled, "Equity in Faculty Hiring: Faculty Hiring Toolkit" containing information, resources, and tools to further conversation and action for improving or addressing racial equity in faculty hiring.
- The Los Rios EEO Plan requires each hiring committee representative to receive hiring committee training at least every two years, which meets the requirements of Title 5. This training is conducted at each college and the District Office by the campus and District Equity Officers respectively. The training is tracked by Human Resources.
- Any employee may attend these trainings on any campus or at District Office irrespective of which site they work on (training documents attached, 6.2)

With the District going to remote operations due to COVID-19, the District developed training for remote hiring committees on how to best conduct interviews via teleconference. A remote hiring policy or "best practices" will be developed to ensure that every committee is fully trained to serve on a hiring committee during remote operations (attached, 6.3).

Does the District meet Method #7 (Professional development focused on diversity)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Multiple Method #7

The District and each college's Center for Professional Development offers a broad variety of workshops, trainings and activities designed to increase knowledge and understanding of cultural competency and diversity.

- On October 4, 2019, the Center for Urban Education (CUE) presented at the Los Rios Hiring Institution on equity in faculty hiring. The presentation gave an overview of state and federal laws, the benefits of workforce diversity, elimination of bias, and "best practices" to promote diversity among faculty ranks. (see previously attached, 6.1)
- On December 17, 2019, the Los Rios Management Association hosted a session titled "Inclusion and Celebration" to highlight the District's Employee Resource Groups which include different affinity groups and business networks. The session focused on underrepresented groups and how we can provide support to sustain and grow affinity groups.
- On May 6, 2020, the Los Rios Community College District hosted a Virtual Brown Bag Workshop on "Naming and Weakening Privilege in the Context of COVID-19." The workshop focused on privilege, identifying privilege in the workplace, equity, and challenging power imbalances. (attached 7.1)
- ARCs "Diversity in the Classroom: A Reaching and Learning Institute" is a series created to address the professional development needs of ARC and LRCCD faculty. This Institute is designed to offer an opportunity to deepen all faculty's practices of diversity, cultural competence,

and cultural humility in the classroom and workplace. ARC also has a "Where Do We Go From Here?" series with sessions on Equity Foundations. The session talks about privilege and personal and professional equity.

- FLC offers various Flex professional development workshops, including Infusing Equity into Interview Questions; College Connections: Recruiting Underrepresented Students; and English Writing Acceleration.
- SCC has a Cultural Engagement Center (CEC), which sponsors educational and intercultural programs that benefit the College's diverse student population and the community of Sacramento and "are designed to promote advocacy, inquiry and inclusion" via speakers, films, community forums, book reviews and diversity workshops. The goal of the CEC is to advance intercultural understanding and education through programs and activities that reflect the diversity of students, faculty, staff and the community. (attached, 7.2.)
- CRC has a very active Center for Professional Development which provides various professional development workshops focused on diversity and equity.

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Multiple Method #8

- Los Rios faculty performance evaluation documents include specific criteria by which faculty are evaluated relative to diversity including, "Adjusts methodologies for students/clientele with diverse and/or special needs and/or different learning styles" and "Fosters an inclusive environment that is free from harassment, prejudice or bias." In addition, on the Faculty Self Study, under Efforts Taken to Stay Current, "These would include workshops attended, research undertaken, conference presentation, service on advisory or departmental committees, service or professional development related to diversity and equity in your field, speaking engagements...". (see attached, 8.1)
- Standard language in classified job postings include a qualification which requires sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities as it relates to differences in learning styles. In addition, the classified evaluation instrument includes a section where additional factors, including diversity, may be addressed.

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Fiscal Year 2019-2020

- The Management and Supervisor evaluation process Self-Evaluation/Staff Feedback Survey includes, in the Human Relations Component, “Demonstrates a commitment to the diversity of staff and students.” Additionally, managers are able to address diversity in their own self- study document as well as in their annual goals statement.

Does the District meet Method #9 (Grow-Your-Own programs)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #9.

Multiple Method #9

- The District runs a very successful Faculty Diversity Internship Program (FDIP). The FDIP has traditionally included approximately 40 Interns per year who receive approximately thirty-five hours of training on community colleges and instruction during each fall semester. This year, Los Rios has increased the incoming FDIP class to approximately 50 interns. In the spring, the Interns are matched with a Faculty Mentor to assist in teaching a discipline related class. This program has resulted in many interns being hired as adjunct and/or tenure-track faculty (FDIP handbook is attached, 9.1).
- The District’s most diverse category of employees, classified, may also teach as adjunct faculty per Board Regulation 6326, Section 7.0 – Adjunct Faculty Assignment (attached, 9.2).
- The Classified employee union contract includes educational leave, which provides employees the opportunity to take paid leave (85% pay and full benefits) for up to five months to further their education. (Article 7.21 LRCEA Contract Staff Development Leave is attached, 9.3). Regular and ongoing Professional Development activities are also offered to classified personnel at no cost on each campus and at District.
- The District’s Doctoral Release Program offers administrators and confidential staff release time to work on advanced studies. Roughly 75% of enrollees in this program are of a diverse background. (Policy 9236; attached, 9.4).



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Fiscal Year 2019-2020

- Regular employees may also receive tuition reimbursement for Los Rios CCD classes and external college courses per their union contract and District Regulations (Article 16 LRCEA Agreement: Professional Growth and Career Development, Article 16.2 SEIU Agreement: Professional Growth, Article 5.9.1 – 5.9.3 LRSA Agreement: Professional Growth, Regulation 9236, Section 4.0: Reimbursement for Classes – Management Employees and Section 5.0: Reimbursement for Classes – Confidential Employees, attached as 9.5).
- The District provides a Classified Leadership Academy, which consists of 16 four-hour sessions geared toward developing the skills and abilities of classified employees who have the potential for leadership and advancement.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 8, 2020

SUBJECT:	Resolution No. 2020-08: Five Year Capital Outlay Plan	ATTACHMENT: Yes	
		ENCLOSURE: Five Year Plan	
AGENDA ITEM:	Action Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Vice Chancellor Finance and Administration <i>MR</i>	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	X
		INFORMATION	

BACKGROUND:

The State Chancellor’s Office has a prescribed capital outlay process and calendar for requesting State funds for capital outlay projects. Each year the District must file a Five Year Capital Outlay Plan which lists all proposed projects, whether State funded or not. Final Project Proposals (FPPs), which are prepared to request State funding for projects that are listed in the Five Year Capital Outlay Plan, are also to be submitted with the Five Year Capital Outlay Plan each year. Typically this information is due by July 1 however this year the Chancellor’s office extended the deadline to August 1.

Although a district may qualify for State funding, all districts are competing with each other for the limited funds available. Facility capacity/load ratios (enrollment growth) and local contribution of funds are key elements in the State’s prioritization of funding capital projects.

STATUS:

Last year the Chancellors Office carried forward the Davies Hall Modernization FPPs to compete for potential State funding in the Governor’s budget. Due to the failure of the District’s local bond measure, the District made the tough decision to forfeit the Davies Hall FPP from the pool of potential state funded projects and will not submit a FPP this year.

This report is a second reading of the draft Five Year Capital Outlay Plan that the Board is being asked to approve. The attached executive summary describes the Five Year Capital Outlay Plan.

A first reading of the draft plan was presented at the June Board meeting and is included as an enclosure to the agenda.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Five Year Capital Outlay Plan and supporting Resolution No. 2020-08 for submission to the State.

**State Five Year Capital Outlay Plan
And
Final Project Proposals**

Executive Summary

State Five Year Construction Plan:

The basic intent and purpose of the Plan is to analyze enrollment forecasts and determine the amount and type of spaces that will be needed to meet increases in enrollment and changes in the educational program. The Plan is used to determine overall estimated costs and identify possible funding sources.

The major components of the Plan are: Forecasted student load (enrollment/WSCH), facilities capacity to handle load, proposed new space, proposed modernizations and possible funding sources. The first three components are compiled into "capacity/load ratios". Capacity/load ratios represent, as a percentage, the facilities capacity to handle forecasted student load (or demand). These capacity/load ratios are the primary tool used by the State to determine which projects will be approved. Also the State has a priority system, which causes districts to compete against each other to offer the State the least cost alternative. Because of this many of the projects have a local contribution indicated. The local contribution is intended to make our projects more competitive for scarce State funding.

This year's State Five Year Capital Outlay Plan lists 18 projects, comprised mainly of new construction projects and modernization projects.

Possible Sequencing of State Funded Projects

In November 2016, the voters passed Proposition 51 authorizing \$7 billion in general obligation bonds for new construction and modernization of K–12 public school facilities; charter schools and vocational education facilities; and \$2 billion for California Community Colleges facilities. This influx of bond dollars has allowed for a backlog of FPPs to be eased. The current funding schedule for Los Rios FPPs could be as follows:

FPPs previously submitted and scheduled for 2020 -2021 State funding

- FLC Rancho Cordova Phase 2

Following is a brief Description of this FPP:

FLC Rancho Cordova Center Phase 2 This project will provide approximately 14,200 ASF of new instructional and related support space at Rancho Cordova Center. This new building will be adjacent the existing Phase 1 building at Rancho Cordova. The estimated total cost of this project is \$17,314,000. The total request for State funding is \$8,898,000 for portions of the Preliminary Plans, Working Drawings and Construction of this project. Los Rios is proposing to fund the remaining cost of this project, to include portions of the Preliminary plans, Working drawings and Construction and all of the Equipment; for a total District contribution of \$8,416,000.

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2020-08

Five Year Capital Outlay Plan

WHEREAS, the Five Year Capital Outlay Plan submitted herein is in accordance with the State of California Education Code and Title V provisions; and

WHEREAS, any State funds received pursuant to this application shall be used solely for defraying the development cost of proposed projects; and

BE IT RESOLVED, that the Board of Trustees of the Los Rios Community College District approve the submission of the Five Year Capital Outlay Plan to the California Community Colleges.

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2020-08, this eighth day of July 2020, by the following called vote:

AYES	NOES	ABSENT
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Dustin Johnson, Board President

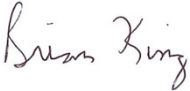

Attest:

Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 8, 2020

SUBJECT:	Resolution No. 2020-09: Affirming our Commitment to Student Success for Black and African American Students	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Brian King, Chancellor	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	<input checked="" type="checkbox"/>
		INFORMATION	<input type="checkbox"/>

BACKGROUND:

The Los Rios Colleges represent and serve a wonderfully diverse population in terms of race, ethnicity, language, culture, nationality, socio-economic class, age, physical ability, sexual orientation, and religious beliefs. Los Rios is committed to improving outcomes for all students and recognizes that many students of color face barriers to success that have resulted in troubling gaps when compared to other groups of students. On May 25, 2020, Mr. George Floyd, a black man in Minnesota, was killed, face down, under the knee of a white police officer. Almost three-quarters of California’s Black undergraduates (72 percent) are enrolled in a California Community College, making the Community College system the primary source of higher education for members of this demographic group. The death of George Floyd has placed a spotlight on the unique and persistent challenges faced by our Black and African American students, faculty and staff.

STATUS:

The attached Resolution No. 2020-09 reaffirms the Los Rios Community College District Board of Trustees’ commitment to remove systemic barriers for Black and African American students by working collaboratively with the California Community College system as well as local, state and federal governments, businesses and community-based organizations to examine our policies, practices, services and classroom instruction to ensure they are not negatively impacting Black community college students as they complete their academic programs and as Black students transition to a four-year college or university, or employment.

RECOMMENDATION:

It is recommended that the Board of Trustees adopt Resolution 2020-09 affirming its commitment to student success for Black and African American students.

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2020-09

AFFIRMING OUR COMMITMENT TO STUDENT SUCCESS FOR BLACK AND AFRICAN AMERICAN STUDENTS

WHEREAS, on April 22, 2020, the African American Student Success Virtual Townhall was convened with over 1,000 California community college practitioners, policymakers, and national scholars to discuss financial aid reform, housing, food, technology and transportation insecurities, impacts of COVID-19 on African American students, and policy recommendations to support this student population; and

WHEREAS, from April 27, 2020, through May 1, 2020, African American Success Week was held, with an average of 300 participants participating in daily webinars covering recommendations for Black student success, housing insecurity, COVID-19, and listening to Black student voices; and

WHEREAS, on May 25, 2020, Mr. George Floyd, a black man in Minnesota, died, face down, under the knee of a white police officer; and

WHEREAS, reactions to the unjust death of Mr. Floyd have varied, and the nation continues to witness the Black community pushed to the edge by systemic racism; and

WHEREAS, California Community Colleges (CCC) represent and serve one of the most diverse populations in the world in terms of race, ethnicity, language, culture, nationality, socio-economic class, age, physical ability, sexual orientation, and religious beliefs; and

WHEREAS, the California Community Colleges' unwavering commitment to diversity and inclusion requires that we advocate and employ our collective voice to identify and eliminate barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community; and

WHEREAS, almost three-quarters of California's Black undergraduates (72 percent) are enrolled in a California Community College, making the CCC system the primary source of higher education for members of this demographic group.

WHEREAS, the overwhelming majority (77 percent) of Black students attend community college part-time (fewer than 12 units in a term) due to employment, family, and other commitments; and

WHEREAS, most Black community college students are adult learners who work full-time while attending college part-time, have family commitments/responsibilities, and struggle with basic needs insecurities. The students who need the most get the least financial support; and

WHEREAS, California Community Colleges receive the least amount of per-student funding in comparison to the state's other public educational sectors, University of California: \$33,569; California State University: \$18,445, California Community Colleges: \$8,306; K-12: \$12,018.

WHEREAS, nearly two-thirds of Black high school graduates are not eligible to apply for admission to the CSU or UC systems; and

WHEREAS, 35 percent of Black high school graduates completed the A-G course requirements compared to 52 percent of White high school graduates; and

WHEREAS, 27 percent of Black families live below the poverty line (less than \$24,399 per year) compared to 16 percent for all California families. 48 percent of Black families earn less than \$48,678 per year compared to 36 percent for all California families; and

WHEREAS, the ratio of Black students to tenured and tenure-track Black faculty is 81:1 in California Community Colleges, while the ratio for White students to White tenured and tenure-track faculty is 37:1; and

WHEREAS, 37 percent of Black community college students earn a degree, certificate, or transfer within six years; and only 3 percent of Black students in California Community Colleges (CCC) transfer within two years; and only 35 percent of Black students transfer to a public university within six years; and

WHEREAS, practitioners and policymakers will utilize race-conscious perspectives in making decisions to improve the success of Black students; and

WHEREAS, a race-conscious perspective is defined as being conscious of how institutional racism shapes educational access, educational trauma, opportunity, lack of culturally relevant practices, and success in the U.S. for people of color, justice-impacted families, and other minoritized groups; and

WHEREAS, the state of California and the California Community College system need to address structural inequities of Black student success by way of policy efforts and advocacy.

NOW THEREFORE BE IT RESOLVED, that we, the Los Rios Community College District Board of Trustees, hereby reaffirm our commitment to remove systemic barriers for Black and African American students by working collaboratively with the California Community College system as well as local, state and federal governments, businesses and community-based organizations to examine our policies and practices to ensure they are not negatively impacting Black community college students as they complete their academic programs and as Black students transition to a four-year college or university, or employment; and be it further

RESOLVED that we, the Los Rios Community College District Board of Trustees affirm our commitment to foster a culture in which all members of the Black and African American community, (1) feel safe, respected and valued; (2) are invited to participate fully, share their unique gifts, talents and backgrounds; (3) increasingly recognize the

value of perspectives that differ from their own; and (4) understand that diversity and inclusion are key priorities of the Los Rios Community District as stated in the organization's values; and be it further

RESOLVED that we support the following recommendations be implemented to support Black and African American Students at California Community Colleges:

- The recommendations developed by the California Community Colleges Black and African American Advisory Panel; and
- Equitize funding across public postsecondary education for lower-division courses; and
- Increase the Cal Grant to cover the Total Cost of Attendance; and
- Update Cal Grant eligibility requirements to meet the needs of Black community college students (e.g., adult learners who attend part-time); and
- Explore options to allow students to use the Cal Grant to attend out-of-state institutions; and
- Reinvest in California Community Colleges Student Equity and Achievement Program; and
- Allocate COVID-19 stimulus funding with a perspective to improve conditions for Black and African American students.

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2020-09 this eighth day of July, 2020, by the following called vote:

AYES:	NOES:	ABSENT:
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Dustin Johnson, Board President

Attest:

Brian King
Chancellor and Secretary to the Board