



California
Community
Colleges

ELOY ORTIZ OAKLEY
Chancellor

Consultation Council Agenda

Thursday, August 15, 2019
9:30 a.m. to 1:30 p.m.
Chancellor's Office
3rd Floor, Hub Conference Room
1102 Q Street
Sacramento, CA 95811

THE ITEMS ON THIS AGENDA WILL BE DISCUSSED AT THE UPCOMING CONSULTATION COUNCIL MEETING.

1. Chancellor's Office Update
2. Student Senate Update
3. Undocumented Student Week of Action
4. Update on the *Vision for Success* Diversity Taskforce Recommendations
5. 2020-21 Budget and Legislative Requests
6. Other
 - a. Announcements from Consultation Council members.

FUTURE 2019 MEETING DATES:

September 19, 2019

October 17, 2019

November 21, 2019 (CCLC Annual Convention in Riverside, CA)

December – No Meeting



DIGEST ITEM 3: UNDOCUMENTED STUDENT WEEK OF ACTION

“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Contact(s): Laura Metune, Vice Chancellor of Governmental Relations

Issue

The Chancellor's Office Division of Governmental Relations will provide an update on planning and implementation of the Undocumented Student Week of Action activities.

Background

In a June 27, 2019 message to the community colleges, Chancellor Oakley announced that the third annual “Undocumented Student Week of Action” will be held during the week of October 14th – 18th, 2019. The Chancellor’s message also noted that in alignment with recommendations from the recent Dreamers Project report, the Week of Action will be held annually during the third week of October.

During this week, the Chancellor’s Office, in partnership with the Student Senate, the Community College League of California and other organizations, will support undocumented students in advocating to their Congressional representatives for the Deferred Action for Childhood Arrivals (DACA) program and the American Dream and Promise Act. In addition, the colleges will receive a series of tools and resources for campus administrators, counselors, and students to use during and after the Week of Action to enhance awareness and support for undocumented students.

In collaboration with the Foundation for California Community Colleges and Immigrants Rising, the Chancellor’s Office will provide resources to colleges to plan local activities such as legal clinics, know-your-rights workshops, music and art events, financial aid workshops, mental health and wellness gatherings, and other holistic programs for undocumented students.

This year, staff members from the Foundation are providing assistance by coordinating planning activities among the various sponsoring partners.

The Board of Governors will consider action on the 2019 resolution in support of Undocumented Student Week of Action and undocumented students at their September

meeting. In addition, the Chancellor's Office Statement of Values and Commitment to Undocumented Students will be updated and transmitted to districts and colleges as part of the Week of Action activities.

Feedback/Questions for Council

This item is presented for informational purposes and discussion.

Attachments:

None.



DIGEST ITEM 4: UPDATE ON THE VISION FOR SUCCESS DIVERSITY TASKFORCE

“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Contact(s): Dr. Daisy Gonzales, Deputy Chancellor

Issue

This item is presented to provide the Consultation Council with an update on the work of the *Vision for Success Diversity Taskforce*.

Background

In November 2018, the Board of Governors (Board) requested that the Chancellor’s Office establish a Faculty Diversity Taskforce (renamed the *Vision for Success Diversity, Equity and Inclusion Taskforce*, and referenced below as Taskforce). The creation of the Taskforce was sparked by a statewide study by the [Campaign for College Opportunity](https://collegecampaign.org/wp-content/uploads/2018/03/2018-Left-Out-Executive-Summary-Final.pdf) (collegecampaign.org/wp-content/uploads/2018/03/2018-Left-Out-Executive-Summary-Final.pdf) which found that in the California Community College system, the demographics of campus faculty and senior leadership is not representative of the racial and ethnic diversity of the students they serve. Specifically, in 2016-17, while 73 percent of students were students of color, 72 percent of Academic Senate’s Leaders were White, 61 percent of tenured faculty were White, 60 percent of non-tenured faculty were White, and 59 percent of College Senior Leadership were White. Recognizing that California Community College districts have made significant improvements to implement and submit equal employment opportunity (EEO) reports, the Board requested that the Chancellor’s Office create a taskforce (separate from the Statewide EEO and Diversity Advisory), focused on addressing faculty diversity and present a set of recommendations on:

- The utility of adding an additional statewide goal related to faculty, staff, administrator diversity; and
- A set of statewide structural changes, including policies, practices, and tools that the system will need to improve EEO implementation and the recruitment, retention, support of faculty, staff, and student diversity.

Between November 2018 and April 2019, the Chancellor's Office presented at statewide conferences to increase awareness of the Board's interest. The Chancellor's Office also hosted a Diversity Summit on February 8-9, 2019 to engage statewide stakeholders and present best practices in the pre-hiring and hiring process. Statewide qualitative data was collected from faculty at the Academic Senate for California Community Colleges (ASCCC) Spring Plenary on April 12, 2019 (See Attachment 1).

Theory of Change

The [Vision for Success](http://vision.foundationccc.org/looking-ahead) (vision.foundationccc.org/looking-ahead) commitments represent a set of mindsets that are supported by the goals. The commitments are an overarching theory of action, not specific tactics. In order to improve faculty hiring practices, districts and colleges will need additional resources to implement transformational changes to system pre-hiring, hiring, and retention policies and strategies. For this reason, the Taskforce determined that adding an additional goal to the *Vision for Success* was not an intentional way in which our system could move forward.

Using the 5th *Vision for Success* goal as an anchor—"reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years"—the Taskforce recommends the integration of faculty diversity into every commitment in the *Vision for Success* to emphasize the role of diversity, equity and inclusion in faculty and staff diversity throughout the commitments. This approach stems from two Taskforce theory of change affirmations:

- 1.** Faculty and staff diversity is a driver for the educational achievement and social mobility of our students. The diversity of faculty and staff is important to ensure students can identify with our faculty/staff and for our faculty/staff to connect effectively with students of diverse backgrounds. Therefore, as a driver, faculty and staff diversity directly supports the *Vision for Success* goals and commitments.
- 2.** To be intentional and proactive in addressing faculty and staff diversity, the community colleges and districts must shift from the practice of compliance to partnerships across organizational systems/departments/divisions to design, implement, and reinforce policies, procedures, and individual behaviors that serve to cultivate an inclusive ecosystem focused on equity and mutual respect to recruit, retain, and support a diverse workforce that is responsive to the needs of a diverse student population.

Taskforce Members and Meeting Dates

The Taskforce is co-chaired by the Chancellor's Office and the ASCCC and includes Presidents/CEO's, faculty, HR managers, trustees, researchers, students and Chancellor's Office staff. The Taskforce is composed of:

- Dr. John Stankas, ASCCC President (Co-Chair)

- Mayra Cruz, ASCCC Appointee, DeAnza College
- Dr. Edward Bush, President, Cosumnes River College
- Dr. Martha Garcia, Superintendent/President, Imperial Valley College
- Marisa Perez, Trustee, Cerritos CCD
- Loren Steck, Trustee, Monterey Peninsula CCD
- Irma Ramos , ACHRO, North Orange CCD
- Greg Smith , ACHRO, Shasta College
- Hildegard B. Aguinaldo, Board of Governors Member
- Alexis Zaragoza, Board of Governors Student Member
- Dr. Daisy Gonzales, Chancellor’s Office (Co-Chair)
- Fermin Villegas, Chancellor’s Office
- Ebony Lopez, Chancellor’s Office
- Sandy Fried, Foundation for California Community Colleges Success Center
- Nadia Leal-Carrillo, Foundation for California Community Colleges Success Center
- Dr. Devon Graves, Foundation for California Community Colleges Success Center

The Taskforce has met since April 2019 and plans to conclude its work with a presentation to the Board of Governors at their September 2019 meeting. The Board will consider the adoption of the proposed recommendations, and the implementation of the recommendations will require the engagement of statewide organizations, Consultation Council, and existing Chancellor’s Office advisories and workgroups (e.g. EEO and Diversity Advisory). The Taskforce met on:

April 8, 2019
 May 17, 2019
 June 24, 2019
 July 19, 2019
 August 22, 2019
 September 4, 2019

Additional Experts Engaged

Eugene Whitlock. May 17, 2019 meeting presentation on “Addressing Unconscious Bias: Why it Matters for How We Hire and How We Teach.”

Dr. Luke Lara, Mira Costa College. July 19, 2019 panel moderator for “Faculty of Color Retention.”

Dr. Maria Figueroa, Mira Costa College. July 19, 2019 panelist on “Faculty of Color Retention.”

Dr. Karen Chow, DeAnza College. July 19, 2019 panelist on “Faculty of Color Retention.”

Dr. Manuel Velez, San Diego Mesa College. July 19, 2019 panelist on “Faculty of Color Retention.”

Dr. Edward Pohlert, Mira Costa College. July 19, 2019 panelist on “Faculty of Color Retention.”

Draft Recommendations

Recommendation 1: Accept the integration of diversity, equity and inclusion into the *Vision for Success*, instead of creating a standalone statewide goal. (By accepting the integration, the Board of Governors will direct the Chancellor’s Office to collaborate with system stakeholders in the implementation of the integration plan.)

Recommendation 2: Adopt the proposed statewide statement on diversity, equity and inclusion and direct the Chancellor’s Office to integrate the language in the statement by proposing changes to title V, the mission of the California Community College system, and Equal Employment Opportunity plan templates and multiple measures certification forms. (This will require the Chancellor’s Office to collaborate with statewide stakeholders through existing statewide advisories and the Consultation Council.) (See Attachment 2).

Recommendation 3: Support the 2020-21 budget proposal submitted by the Taskforce, to augment statewide resources that will advance the implementation of the faculty and staff diversity, equity and inclusion integration plan. This proposal calls for \$50.4 million in ongoing funding and \$16 million in one-time funding (See Attachment 3).

Next Steps

August 15	Presentation to the Consultation Council
August 22	<i>Vision for Success</i> Diversity, Equity and Inclusion Taskforce meeting
August 29	Presentation to the Chancellor’s Office EEO and Diversity Advisory
September 4	<i>Vision for Success</i> Diversity, Equity and Inclusion Taskforce meeting
September 16-17	Presentation to the Board of Governors

Feedback/Questions for Council

This item is presented to the Consultation Council for information and initial feedback.

Attachments:

- 1.** Faculty Feedback Collected at the ASCCC Spring Plenary April 2019
- 2.** California Community Colleges Diversity, Equity and Inclusion Statement
- 3.** 2020-21 Faculty and Staff Diversity Budget Change Proposal

Item 4, Attachment 1: Faculty Feedback Collected at the ASCCC Spring Plenary April 2019

Academic Senate Responses

At the April 12, 2019 Academic Senate for California Community Colleges (ASCCC) Plenary, President Dr. John Stankas and Deputy Chancellor Dr. Daisy Gonzales led a session to collect feedback from Senate Presidents related to diversity and Equal Employment Opportunity (EEO) programs and practices. Participants were asked to discuss and document responses to a set of four questions. The first two questions were aimed at collecting information about their local community in regard to diversity. The second set of questions aimed to provide a sense of direction for the Chancellor's Office, the Academic Senate and the Vision for Success Diversity, Equity and Inclusion Taskforce. When reviewing the responses trends began to emerge. Each trend is broken down into categories and includes a list of responses that appeared at least once. The trends are in order based on the popularity of the response.

Question 1: What Programs or Practices currently exist at your college that should be supported and scaled statewide?

- Internship Programs for underrepresented faculty, new faculty, and prospective employees.
- Training/workshops for faculty (especially those serving on hiring committees), staff, and administrators on topics including:
 - Unconscious bias/ anti-bias.
 - Diversity.
 - Anti-racism.
- Screening hiring committees for diversity. This is carried out in different ways including: placing a trained EEO officer on the committee, screening members that reflect the demographic of the service population, having the senate review hiring committees, and having Human Resources check the search committee for diversity before applications are released.
- Mentorship programs in the following capacities:
 - Students (grow your own).
 - Peer mentors (for faculty/staff early in their careers).
 - Part-time/adjunct faculty applying for full-time positions.
- Recruitment efforts geared toward diverse candidates done by sending representatives to job fairs/conferences, posting job announcements in diverse publications, and advertising beyond the local area.
- Changing the culture of the interview process by adding questions that address diversity, culture, inclusion, and equity.

Question 2: What are some of the challenges in your campus to promote faculty diversity?

- Cost of living become a hindrance for employees because of their low salaries.
- Rural community with lack of diversity in the hiring pool. Small hiring pools with limited qualified candidates.
- Lack of current faculty diversity to serve on hiring committees. Existing administration is primarily made up of white males.
- Inadequate Training and expertise in EEO and Human Resources departments.
- Culture that hinders the conversation of diversity. This was expressed in the following ways:
 - Concerns about reverse racism.
 - People are reluctant to discuss racial and ethnic diversity and only use diversity in the broadest sense.
 - Difficulty implementing hiring manual recommendations without unduly burdening existing faculty of color.
 - Lack of opportunity for meaningful dialogue.
 - Faculty backlash for focus on diversity.
 - Leadership perceives diversity as race alone.

Question 3: What support do you need from the Chancellor's Office and the ASCCC to affect change?

- Training done regionally, by district, and by campus for faculty, staff and administration. Types of training include:
 - Improved EEO Training.
 - Training on how to judge/assess a candidate's understanding of and commitment to diversity.
 - Implicit bias training.
 - Identifying qualifications and potentially successful candidates.
- More Funding for:
 - Incentives for faculty, staff, administration, and colleges, especially for those serving on hiring committees.
 - Targeted Advertising.
 - To experiment with approaches.
 - Funding for full-time faculty to be part of job fairs at national conferences.
 - Funding to cover travel expenses for interview candidates.
- Guidance/Guidelines in the following areas.
 - How to increase and improve diversity and how to fund it.

- A transparent rubric to determine baseline institutional diversity.
- Sample diversity questions for job interviews.
- Legal guidance on what kind of language can be used in job postings and interview questions.
- Guidance to senate presidents on appointing hiring committee members.
- Job announcement templates.
- A handbook from the ASCCC on best practices for onboarding as a resource local campuses can adopt.
- Directives that are forcing conversations about racial inequity and a need for faculty diversification.
- Internship/Mentorship Programs.
 - Mentoring new faculty.
 - Create an internship pathway for Master's Degree level students where they start working as an embedded tutor, then adjunct, then faculty.
 - Fellowship program.
 - Statewide mentor program for CCC students that ranges from CCC through graduate school and doctorate to teaching at CCC's.

Question 4: What specific recommendation(s) would you like to see out of the BOG Taskforce?

- Define Diversity.
- Adopt a seventh statewide goal related to system wide diversity to increase full-time faculty.
- Best practices that address the entire hiring process.
 - Recruitment strategies: how do we get more underrepresented groups into our applicant pools?
 - A hiring toolkit that includes best practices for interviewing, recruitment and strategies to retain diverse faculty, staff and administration.
 - How to revamp job announcements/interview questions.
 - Guidance on proving minimum qualifications compliance.
 - "How to promote Diversity" checklist for hiring.
- Full time Faculty Obligation (FON) Updates with a revision that includes incentives for diversity and matching student demographics.
- Training.
 - Fix/Standardized EEO training for faculty, HR, administrators, and facilitators.
 - Large scale training for cultural and diversity inclusivity.
 - Trainings in communication: conflict resolution, mediation, coalition building.

- Policy Changes.
 - Make diversification of faculty, classified staff and administration as a required area of the equity plan.
 - Challenge legislature to update laws restricting applicant self-revealing ethnic background, gender, and cultural identities.
- Resources.
 - Disaggregate data by discipline.
 - List of professional organizations geared toward diverse groups to advertise to.
 - More statistics about the local population versus faculty/staff at colleges.

Item 4, Attachment 2: CCC Diversity, Equity and Inclusion Statement

California Community Colleges Diversity, Equity and Inclusion Statement

With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and positive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance the goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals.

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of inclusion and diversity is ever evolving thus we create space to allow our understanding to grow through the periodic review of this statement. In service of these goals, the California Community Colleges is committed to fostering an employment environment that offers equal employment opportunity for all and an educational environment that ensures the equal educational opportunity of all students.

Item 4, Attachment 3: 2020-21 Faculty and Staff Diversity Budget Change Proposal

California Community Colleges Chancellor's Office 2020-21 Budget and Legislative Request Form

The Finance and Facilities Planning and Governmental Relations Divisions are seeking input into the development of the 2020-21 California Community Colleges Budget and Legislative Request. To submit a budget or statutory request, please upload this completed form at [Dropbox](https://www.dropbox.com/yy4v9k97) (tinyurl.com/yy4v9k97) by June 21, 2019. For consideration, proposals should advance the [Vision for Success](http://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.ashx) (www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.ashx). The Chancellor will make the final determination regarding items included in the proposed 2020-21 Budget and Legislative Request. While submissions will not receive individual responses from the Chancellor's Office, items selected for potential inclusion will likely require completion of a [Budget Change Proposal](#) (dof.ca.gov/budget/resources_for_departments/budget_forms/documents/DF46.doc) and/or submission of additional background information. Please contact Imran Majid at imajid@cccco.edu or Hilary Thomson at hthomson@cccco.edu with any questions or comments.

Proposal summary and alignment to the *Vision for Success*:

In November 2018, the Board of Governors (Board) requested that the Chancellor's Office establish a Faculty and Staff Diversity Taskforce (Diversity Taskforce). The creation of the taskforce was sparked by a statewide study that found that in the California Community College system, the demographics of campus faculty and leadership is not representative of the student's they serve. Specifically in 2016-17, while 73% of students were students of color, 72% of Academic Senates Leaders were White, 61% of tenured faculty were White, 60% of non-tenured faculty were White, and 59% of College Senior Leadership were White. Recognizing that California Community College districts have made improvements to implement and submit equal employment opportunity (EEO) reports, the Board requested that the Faculty and Staff Diversity Taskforce present a set of recommendations to integrate faculty and staff diversity as a part of the *Vision for Success* and present a set of statewide recommendations on structural changes, including policies, practices, and tools that the system will need to make to improve system EEO implementation and better support diversity.

Faculty and staff diversity is a driver for educational achievement and social mobility. Faculty and staff diversity is important to ensure students can identify with our faculty/staff and our faculty/staff to connect effectively with students of diverse backgrounds. As a driver, faculty and staff diversity directly supports the *Vision for Success* goals. This proposal requests additional statewide resources that have been identified by the Diversity Taskforce to help colleges and districts implement the recommendations that will be adopted by the Board of Governors at their September or November 2019 meeting.

Description of the problem:

The *Vision for Success* commitments represent a set of mindsets. The commitments are an overarching theory of action, they are not specific tactics. In order to improve faculty and staff hiring practices, districts and colleges will need additional resources to implement transformational changes to system pre-hiring, hiring and retention policies and strategies.

It has been challenging to operate robust EEO programs at the local level. Currently, colleges receive \$50,000 in EEO funds to support EEO efforts and comply with reporting requirements. Outside of this state allocation, HR offices and partnerships between the Chancellor's Office, Academic Senate, League and ACHRO have to be pieced together to provide technical assistance, trainings and tools for the largest system of public higher education in the nation. The California Community College system also hosts an outdated job board (called the CCC Registry) that is in need of improvements to better serve job seekers who are committed to educational excellence as faculty members or administrators in our districts and colleges. Improving this online database of job opportunities will be critical to improving the pre-hiring process. Additionally, we envision a more modern and robust CCC Registry which would evolve beyond its current status as a simple job board to become a streamlined and efficient tool for applying to

multiple jobs. This common application would allow for the easy collection and analysis of demographic data, which would support our EEO mission by providing current and readily available data on EEO performance at the college, district, regional, and system-wide level.

Background of the problem:

The lack of faculty and staff diversity is not unique to the California Community College system. Our worksite is a microcosm of the rest of society. Significant improvements have been made to improve the EEO Plan submission rate and multiple methods certification form. In 2017, the Statewide EEO and Diversity Advisory Committee held statewide meetings to develop the nine multiple methods to certify and receive EEO funds, and in 2016 a best practices handbook was developed. These improvements have been thwarted due to limited resources, not system support. The Diversity Taskforce will present for Board consideration changes that will make system wide investments an urgency.

Describe how the proposed solution addresses the problem:

The proposed solution would begin to build the capacity for California's 115 colleges and support at the state Chancellor's Office. To accomplish the statewide recommendations, the Chancellor's Office is requesting state investments in California Community College diversity and EEO efforts as a part of the 2020-21 budget request process. The Diversity Taskforce proposes augmenting existing funding and two new funding gaps that will advance statewide diversity efforts. The investments below total: \$66.4 million.

- \$10 million ongoing to expand district EEO implementation and professional development to improve recruitment and retention. This is an augmentation to the existing EEO fund allocation.
- \$15 million one-time to establish a Statewide Pilot Fellowship program to improve faculty diversity hiring. This program has been proposed by the Consultation Council for several years. Establishing a statewide fellowship program has been proven nationally as a successful strategy to diversity worksites in the public and private sector.
- \$1 million one-time to modernize the CCC Registry and add system-wide online trainings such as cultural competency and unconscious bias training.
- \$40 million ongoing for full-time faculty hiring.
- \$407,699 ongoing general fund to provide additional support for Chancellor's Office positions that will provide leadership in statewide best practices and closely monitor EEO plan implementation and district reporting obligations. (1 Vice Chancellor-Exempt position, 1 Specialist, 1 Staff Services Analyst)

Analyze all feasible alternatives:

The only alternative to a budget investment is continuing to use existing limited resources to piece together trainings and tools with external stakeholders and focusing on

compliance to submit a state report. Without resources, our colleges and districts will only be able to report how they have attempted to comply and make improvements without resources. This approach is unsustainable, and greatly impacts the system's ability to enact and advance the large-scale reforms required by the *Vision for Success*.

Strongest arguments in support of proposed solution:

California Education Code section 87100 requires “a workforce that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” Maintaining a richly diverse workforce is not only required by law, but these policies provide our students with the educational benefits of a diverse workforce. The investments requested represent the best thinking across system-wide stakeholders who are experts in our system’s policies and practices, and have engaged in a taskforce convening over a period of 6 months.

Fiscal analysis and justification:

This proposal calls for \$50.4 million in ongoing funding and \$16 million in one-time funding. These structural investments are only one part of the institutional changes needed to provide colleges and districts resources, support and guidance. While the proposal can be phased-in over one to two years, the need for ongoing funding will be critical to these efforts. The largest investment is needed to diversify the faculty in our system through full-time positions. A strong partnership with the Academic Senate for California Community Colleges will need to be ongoing and address major hiring processes such as equivalency and hiring committee trainings. This request includes \$40 million ongoing for full-time faculty positions because without connecting future hiring to statewide diversity efforts, the system will continue to play catch up to fill limited vacancies with diverse candidates.

Describe previous state or federal legislation, policy or fiscal efforts, or hearings on the subject:

EEO statutes are codified in California Education Code sections 87100-87108, and implementing regulations are found at title 5, California Code of Regulations sections 53000- 53034. The State legislature has been interested in this topic across segments over the last decade, and a proposed Assembly hearing is planned for Fall 2019.

Additional Information:

This proposal will require statewide system support as significant Proposition 98 dollars will be needed to prioritize increasing faculty and staff diversity in our system. Additionally, the issue of part-time faculty and staff was not addressed in this proposal. The taskforce is Co-chaired by the Chancellor’s Office and the Academic Senate for California Community Colleges and includes presidents/CEO’s, faculty, HR managers, trustees, researchers, students and Chancellor’s Office staff. The taskforce met between April and September 2019 and will present to the Board a systemic plan to improve faculty and staff diversity at the September and November 2019 Board meetings.

Taskforce Roster:

- Dr. John Stankas, ASCCC President (Co-Chair)
- Mayra Cruz, ASCCC Appointee, DeAnza College
- Dr. Edward Bush, President, Cosumnes River College
- Dr. Martha Garcia, Superintendent/President, Imperial Valley College
- Marisa Perez, Trustee, Cerritos CCD
- Loren Steck, Trustee, Monterey Peninsula CCD
- Irma Ramos , ACHRO, North Orange CCD
- Greg Smith , ACHRO, Shasta College
- Hildegard B. Aguinaldo, Board of Governors Member
- Alexis Zaragoza, Board of Governors Student Member
- Dr. Daisy Gonzales, Chancellor's Office (Co-Chair)
- Fermin Villegas, Chancellor's Office
- Ebony Lopez, Chancellor's Office
- Sandy Fried, Foundation for California Community Colleges Success Center
- Nadia Leal-Carrillo, Foundation for California Community Colleges Success Center
- Dr. Devon Graves, Foundation for California Community Colleges Success Center

Contact Information:

Proposal Primary Contact: Dr. Daisy Gonzales

Division/Organization/College: CCCCCO

Email Address: dgonzales@cccco.edu

Approval for Submission:

To be considered for inclusion in the 2020-21 Budget and Legislative Request the proposal must be approved by one of the following, as appropriate: Chancellor's Office Division Executive Vice Chancellor, Vice Chancellor or Chief Counsel, Consultation Council representative, or district/college Chief Executive Officer or General Counsel.

Approved By: Dr. Daisy Gonzales

Title: Deputy Chancellor

Email this completed form to Imran Majid and Hilary Thomson by June 28, 2019.

Please contact or Imran Majid at imajid@cccco.edu or Hilary Thomson at hthomson@cccco.edu with any questions or comments.



DIGEST ITEM 5: 2020-21 BUDGET AND LEGISLATIVE REQUESTS

“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Contact(s): Laura Metune, Vice Chancellor of Governmental Relations
Christian Osmeña, Vice Chancellor of College Finance and Facilities
Planning

Issue

This item is a discussion of the proposals that may be included in the Board of Governors’ Budget and Legislative Request for 2020-21, including the 2020-21 Capital Outlay Spending Plan. The Chancellor’s Office plans to present a recommended Budget and Legislative Request to the Board of Governors at the board’s September meeting.

Background

Existing law requires the Board of Governors, in consultation with institutional representatives of the California Community Colleges and statewide faculty and staff organizations, to develop criteria and standards to send an annual budget request for the California Community Colleges to the Governor and the Legislature. Further, the standing orders of the Board of Governors generally require the Chancellor to seek the advice of the Consultation Council regarding positions on state legislation.

The College Finance and Facilities Planning and Governmental Relations divisions invited proposals for inclusion in the Budget and Legislative Request. More than 40 proposals were submitted. These proposals addressed district operations, programs to address students’ needs (including non-tuition costs of college), and faculty and staff support. The Chancellor’s Office made those proposals available on a [public site](https://www.dropbox.com/sh/nqy5w6auwcs6hmr/AACYmDx6gkSKEgj6B3YOQr2Pa?dl=0) (dropbox.com/sh/nqy5w6auwcs6hmr/AACYmDx6gkSKEgj6B3YOQr2Pa?dl=0). Prior to the Consultation Council meeting, the Chancellor’s Office will have collected written comments on the submitted items. Further, on Wednesday, August 14, the Chancellor’s Office will facilitate a meeting to generate additional feedback on the submittals. During the Consultation Council discussion, Chancellor’s Office staff will summarize the feedback received during this meeting.

In evaluating proposals to make recommendations to the Board of Governors, the Chancellor's Office will consider to what extent the proposals adhere to the following criteria:

- Furtherance of the *Vision for Success*.
- Statewide in nature.
- Compelling justification for state intervention.
- Evidence that the response effectively addresses the identified problem.
- Consideration of prior statements of BOG policy.
- Alignment with interests of the Governor and Legislature.

In addition, existing law requires the Chancellor's Office to prepare a five-year capital outlay plan identifying the statewide needs and priorities of the California Community Colleges. To allow the Chancellor's Office to meet this requirement, existing law also requires the governing board of each community college district to submit to the Board of Governors a system-wide five-year plan for capital construction annually. These district five-year capital outlay plans are typically due to the Chancellor's Office by July 1 of each year. The Chancellor's Office reviews and approves the districts' five-year capital outlay plans as part of the annual capital outlay grant application process. The California Community Colleges Five-Year Capital Outlay Plan is compiled using information from the districts' approved plans.

The proposed 2020-21 Capital Outlay Spending Plan seeks an estimated \$649.7 million in state funds for 64 projects: 39 continuing and 25 new projects. Future state costs to complete these projects is currently estimated at approximately \$366.7 million. More details about the spending plan will be presented at the meeting.

Feedback/Questions for Council

- Which proposals should the Board of Governors consider for inclusion in the Budget and Legislative Request?
- Which organizations take positions on budget and legislative requests, and how might organizations seek to make their requests consistent to improve the effectiveness of the system's advocacy?

Attachments:

None.