

Additional Information
November 22, 2022 Board Meeting

The following additional information was provided regarding the November 22 Board meeting agenda:

Item 4.b, Cypress College CCCC Agreement: Attached please find revised pages regarding this agenda item. The item's recommendation lists the correct amount of \$444,000, but the backup and resolution documents were revised to also reflect the correct dollar amount. The correction has also been made to the posted agenda.

1. This is not a question—more of an idea. In June, HireOC, a nonprofit, hosted a reentry resource fair at the Honda Center. I'm not sure if the Rising Scholars Network has partnered with this organization to inform the greater community the opportunity or resources available to students at Cypress. **Thank you! HIRE is on Cypress College's radar and staff have attended some of the HIRE subcommittee meetings.**

Item 5.c, Professional Experts:

1. Page 5.c.2: Does "Prof Exp" stand for professional expert? **Yes, Prof Exp stands for professional expert.**
2. Page 5.c.3: What does "CoRe" stand for? **CoRe stands for Course ReDesign and faculty work towards more equitable and culturally sensitive syllabi, grading policies (in alignment with our grading for Equity Project) as well as rethink how their courses are structures with the whole student in mind.**

Item 5.h, District Institutional Commitment to Diversity, Five Year Report:

1. The demographic data (pp. 3-10) show that diverse hiring percentages are substantially higher than the diverse applicant pool percentages (overall, 70% hired vs. 50% applied, and for Latinx applicants, hiring percentages are 2x or 3x the applicant percentages). The data analysis discussion (p. 21) says this shows the search committees and hiring managers are effectively "screening in and hiring" diverse candidates. But when the diversity hiring fraction consistently exceeds the diversity applications fraction, isn't this showing the actual hiring process is in fact favoring the diverse candidates? **The District established goals through the Educational and Facilities Master Plan to support DEIA. Specifically, this was to further diversify its workforce and to develop measures to improve equity and inclusion. These goals were established to remedy the gaps of underrepresentation, particularly in the Latinx category. The District is improving in this area, yet there is still more work to be done to address these gaps.**

The percentage of diverse applicants vs. diverse hires was consistent until 2019-2020, where we see a decline (in previous years the difference was 3-4%). The difference in the reduced diverse applicant pools is more likely connected to the effects of the COVID-19 pandemic; factors like people moving out of state, economic challenges, shortage of teachers, and fewer positions available. Furthermore, we saw a decline of 20% for 2019, 2020, but in 2021 the percentage decreased to 14%. This may be an indication of a shift or balance in these numbers. We will continue to monitor the data to ensure equitable hiring practices.

2. The data analysis is complicated by the applicants who do not indicate their race/ethnicity. While there is no way to correct for this definitively, one approach would be to assume the same distribution of race/ethnicity for those applicants as is shown by the other applicants. If this is done and the applicants-vs.-hiring analyses are recalculated, does anything change significantly? **There are too many variables to assume the race/ethnicity and doing so would result in inaccurate results. It is not mandatory for applicants to identify race/ethnicity. However, we will continue to focus on strategies to improve in this area.**

