

Additional Information
October 9, 2018 Board Meeting

The following additional information was provided regarding the October 9 Board meeting agenda:

Item 3.a, Purchase Order Listing:

1. PO127196: While this PO may only cover one site, a general question is: Do we have a District policy on waste separation and recycling green waste and recyclables; if so, what is it? **We do not have a District policy on waste separation and recycling green waste and recyclables at this time. However, each of the campuses have implemented their own processes for recycling a variety of materials, substances and items. The campuses put forth every effort to be environmentally conscious of the materials that are disposed of.**

Anaheim Campus and NOCE – Batteries and light bulbs are recycled through Mercury disposal system. Hazardous waste and chemicals are sent back to the originator or filtered (all campuses), confidential documents are recycled through the shredding service, Shred-It USA, food waste from the Culinary Arts program sponsors Barley's Farm in La Habra, and standard papers, cardboard, bottles, and cans are separated by bins at the campus. The bottles and cans are collected by NOCE's Instructional Aide in the High School Diploma Program and proceeds are used for student scholarships.

Cypress College – The Automotive program uses Cal Micro Recycle for used Weber Tires. In addition, the campus provides bins to separate bottles and cans throughout the campus. Paper and cardboard items are also recycled at the campus.

Fullerton College – Paper and cardboard products are recycled. Fullerton's current waste hauler does not separate green waste, however, this will be an added requirement in the RFP that will go out for re-bidding in 2018-19 for the waste hauling contract.

Item 3.b, 2017-18 Travel Expense Report:

1. This is an observation: SCE is still referenced under the campus category. **Thank you for this observation. Similar to the changes in the system-generated classifications, the references to SCE are also in our system as part of our established setup. We will work to have these changed in our system setup.**
2. What is the number of faculty, classified, and adjunct faculty that participated in professional development? **There were 208 faculty, 116 classified, and 59 adjunct faculty who participated in various conferences and off-site training and are included as part of the travel expense report. Additional professional development activities and events are conducted throughout the year at all District sites. These additional professional development opportunities are communicated and open to employees. They do not all require individual registration, as a conference would.**

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Item 4.a, Cypress College Curriculum:

1. Page 4.a.10: Does FSA stand for Federal and State Aid? **FSA stands for Faculty Service Area and are the minimum qualifications required by which faculty (Title 5, § 53402) are able to teach in the state of California (Title 5, § 53405) by discipline. The state sets the MQs via a process facilitated by the Academic Senate of California Community Colleges; the MQs for all disciplines are maintained by the state Disciplines List (Title 5, § 53407).**
2. Page 4.a.15: What does “TOPS” and “SAM” stand for? **TOPS codes are the Taxonomy of Programs which organizes and categorizes the type of courses and programs. Each course is identified by a TOPS code. SAM stands for Student Accountability Model and is specific to CTE or vocational programs, and identifies if a degree or certificate is occupational, non-occupational, or apprenticeship.**

Item 5.f, Institutional Commitment to Diversity Eight-Year Report:

1. What are other recruitment efforts besides online efforts?
 - **We changed the job announcement to focus heavily on diversity, equity and inclusion. The new language makes it clear that we expect applicants to have a deep commitment to diversity, equity, and inclusion, and the skill set to be successful with diverse students and colleagues.**
 - **We changed the job announcement so that in addition to having to meet the diversity minimum qualification, applicants must meet the new preferred/desirable qualification on diversity, inclusion, and equity that is specific to the position.**
 - **We have revised the diversity sample questions provided to hiring committees.**
 - **We have revised the hiring committee training to include more content on implicit bias and to include more content on equity mindedness.**
 - **We now allow Skype interviews.**
 - **We have made the 4.5 hour training on EEO representatives and hiring guidelines mandatory for all managers and EEO reps, where we do a deeper dive on implicit bias, equity mindedness, and how to assess a candidate's diversity skill set.**
 - **More direct recruitment such as working with graduate programs and professional affinity groups and associations.**
2. Just for clarification, NOCCCD/Comparative Data: I assume CCC is all California Community Colleges (students and employees) and Local CC Employees refers to Orange County's four community college districts. Is that correct? **Yes.**
3. The number of employees hired in 2017 and 2018 were from previously adjunct faculty, 57% and 67% respectively. Do we have demographic/ethnic data on these hires, or are they not separated out? **We haven't separated them out by ethnicity, but will do so, so we can determine if diverse adjunct faculty are being hired. We know that our adjunct faculty diversity resembles that of full-time faculty.**

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4. Recruitment efforts: Given the 17 areas listed, what efforts are aimed at master's degree students at our CSUs and UCs beyond posting notices, like personal communication with deans and division heads and perhaps even arranged meetings with master's degree students? **In 2017-18 the Diversity and Inclusion Faculty Fellows have made contact with graduate programs in the area. Many have assisted in identifying graduate students for the new Future Instructor Program, so a relationship has been developed. The goal for next year is to have the graduate programs invite us to provide workshops on the benefits of teaching at a community college, and how to apply and interview for faculty positions.**

5. In the section on Commitment to Diversity (District-wide) it would be helpful to have a sentence or two that expands on the nature of these programs, including measurable objectives, where appropriate. **Agreed. We hope to provide a more detailed report in the future that details the specific initiatives and explains the success or failure with measurable data.**

6. Was any thought given to providing an executive summary on the 8 year report, like "this is what it tells us" and then a projection as to "this is where we want to be in 3 - 5 years?" **We had hoped to do so this year, but it is difficult to do without the expected representation data. The State Chancellor's Office has not been able to produce this data for our use in the last several years. This year, (actually about a month ago), the State Chancellor's Office has given us a method to come up with expected representation for our area. We plan on developing our expected representation this coming year. Once we have developed our own expected representation we can set goals and timetables.**