Gender Equity Taskforce Town Hall

January 27, 2023

OVERVIEW

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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TIMELINE

- **Spring 2019**
  - Taskforce charged
  - Tried to gather existing data and studies, but little readily available or even being collected
  - With support of Cabinet, agreed to issue an RFP to help with data collection and analysis
- **Fall 2019**
  - Conducted listening sessions to understand campus community experiences and priorities & issued RFP
- **Spring 2020**
  - Pandemic began and RFP put on hold
  - Gender Equity Principles developed & adopted as [Presidential Memo 2020-05 Gender Equity Principles](#)
- **Summer 2020**
  - Reviewed Policies & Practices for Pay Equity Mechanisms
  - Engaged Dr. Mark Carrier & Reviewed Salary Data Analysis

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TIMELINE (CONT.)

- **Fall 2020/Spring 2021**
  - Analyzed data and reports to which we had access
  - Consulted with Dr. Donna Garcia, Director of the CSUSB DEPTH Center
  - Gender Equity Taskforce Townhall Progress Report

- **Summer 2021**
  - Revised and recirculated RFP
  - One proposal submitted ($400,000)

- **Fall 2021**
  - Consulted with Racism in the Academy and Strategic Planning Steering Committee to align efforts

- **Spring/Summer 2021**
  - Developed recommendations

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HIGH-LEVEL RECOMMENDATIONS

1. Put equity and justice visibly and audibly at the center of everything we do, including gender equity;

2. Be clear that we are talking about inclusive equity and justice; name the kinds of equity and justice we seek to achieve and address; and attend to intersectionality in data collection and analysis;

3. Create a data infrastructure that allows for benchmarking and annual assessment for ensuring race and gender equity in hiring, retention, promotion, pay/raises (or other resource allocations), and professional development for all faculty, staff, and administration; and

4. Create and implement transparent policies, procedures, and structures that hold managers accountable for implementing the CSUDH Gender Equity Principles (PM 2020-05), the recommendations in this report, and making progress on closing equity gaps related to faculty, staff, and administrators as well as to student success.

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DATA ANALYSIS

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SOURCES FOR OUR ANALYSIS

- Listening sessions/informal focus groups
- Campus Climate Report, 2019.
- Women's Leadership Aspiration Survey, 2019.
- Women's Experiences in the Path to Full Professor Survey, 2021.
- Changing Faces of CSU Faculty and Students: Vol. VI. An updated summary of data on the racial/ethnic and gender diversity in the California State University. California Faculty Association, 2016.
- Salary Data Study, 2018 (Tenured/Tenure-Track Faculty).
- IPEDs Faculty Salary, 2020.
- Salary Data Study, 2019-2020 (Staff/Administration).
- Advancing Faculty Diversity CSUDH Final Report, July 2019.
- Affirmative Action Reports (2019-2020, 2020-2021, 2021-2022).

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HIGH LEVEL FINDINGS

- Bias, racism, and sexism routinely structure interactions on campus;
- Women in staff positions commonly feel that they are passed over for promotions and leadership and professional development opportunities that would better position them for advancement;
- There is a lack of encouragement, support, and mentorship from supervisors of all genders;
- Identity taxation and service imbalances are endemic throughout the campus;
- There is an unwillingness and defensive among leadership to talk about gender inequities and fear of retaliation is common;
- Preliminary data analysis points to some salary inequities; and
- There is a lack of diversity in the higher ranks of the professoriate that suggests more of a retention problem than a hiring problem.

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RECOMMENDATIONS

CAMPUS CULTURE

1. Provide additional funding to the Office of Equity and Inclusion, Faculty Affairs, and Human Resources so that there is adequate staffing to support the implementation of best practices and policies.

2. Implement robust, on-going, sustained professional development programming regarding equitable, anti-biased leadership, hiring, retention, promotion, management, mentoring, and interpersonal practices that require implementation and accountability, not "one-off" anti-bias workshops and training completed in isolation.

3. Continue expanded Faculty Development Center support for all ranks and increase professional staff support and pathways for advancement

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CAMPUS CULTURE

4. Hold regular campus events where we speak openly about barriers to specific kinds of equity and justice and how we are addressing them; report our progress on closing equity gaps for faculty and staff as well as for students; and celebrate successes of women and BIPOC.

5. Address communication and accountability barriers regarding unconscious/implicit bias, racism, and sexism; Establish structural changes for DEI awareness, inclusive of race, culture, and gender; Make changes visible via required training and development for administration and faculty that actively engages participants in difficult dialogue (e.g. active learning through faculty/chair/dean role-playing, analysis of problem-based scenarios, panel and whole-group discussions, small-group breakouts and tasks; Assess policies and procedures and solicit feedback from stakeholders for transformative improvements.

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POLICIES & PRACTICES

1. Audit current CSUDH-specific Presidential Memos (PMs) and Academic Affairs (AA) policies and assess their impact on gender equity in ways that account for intersectionality.

2. Ensure that AAs and PMs are compliant with current state and federal laws as well as systemwide policies and collective bargaining agreements. Many AAs and PMs were implemented before new laws were passed or versions of systemwide Policies and CBAs were approved.

3. Support the development of policies and practices for pregnant, parenting, and caretaking employees, including making current policies and practices for employee leave under FMLA and the California Family Rights Act widely available and accessible, including options for leave specific to faculty.

4. Weigh in female caretaking obligations and provide more support structures and policies to address needs.

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5. Revise the telecommuting policy with criteria for approval that incorporates best practices for gender equity.

6. Assess the structure for shared governance and the performance of faculty service; Recognize service imbalance, especially gender inequity, and address.

7. Annually track and make faculty service contributions at the college leadership level (Department, College, and University). Deans should provide individual and program-level interventions for holding all faculty accountable for equitable and quality service contributions; University administration mindfulness of overextending requests of service to the same individuals is also needed.

8. Identify types of training or preparation needed and provide as a condition of committee service and faculty leadership positions, such as chairs, directors, and coordinators; Systematically assess and provide equitable reassigned time in line with leadership roles and obligations.

POLICIES & PRACTICES

9. Provide professional development on balancing service; Chairs and deans need to mentor assistant/associate professors asked to take on leadership roles (e.g. committees, coordinators, chairs, etc.) to balance of service, teaching, and research to avoid operational exhaustion; Deans need to assess those faculty's needs and offer institutional support.

10. Increase service awards with monetary compensation or reassigned time, including awards to address cultural taxation; Create service sabbaticals to support periods of exceptional service that derail research agendas and productivity.

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HIRING AND RETENTION PRACTICES

1. Institutionalize equity-focused practices into employee searches and faculty/instructor PTE evaluations.

   a. Continue having Faculty Affairs and Development/Human Resources Management review search committees to ensure that all committees have diverse representation related to gender, race, or ethnicity.

   b. Expand implicit bias training requirements and make educational review materials easily available to all search, retention, and promotion committees and administrators.

   c. Work with the Office of Equity & Inclusion to review employee pools prior to the interview stage.

   d. Consider training "Diversity Advocates" to serve on search committees.

   e. Include language about implicit biases on instructor/faculty PTE evaluation forms, instructing students to ensure that their evaluations are fair and not based on assumptions about gender, race, or ethnicity.

   f. Consider a system for removing names from resumes and CVs so that implicit biases do not impact initial evaluations.

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2. Institutionalize equity-focused incentives in promotions and employee evaluations. Specifically, employee and/or faculty service typically disparately distributed, such as mentoring and advising, as well as equity-focused trainings and practices, should be rewarded and should be a required area in employee evaluations.

3. Systematically collect and track data regarding on campus faculty (number applied for promotion, specifics of hiring contracts, awarded sabbaticals and advancement opportunities), search information (committee composition, composition of search pools, initial applicants, acceptable applicants, semi-finalists).

4. Systematically collect and track experiential data such as campus visit surveys, exit interviews and surveys, search committee surveys, and evaluation committee surveys).

5. Systematically collect and track service data at the department, college, and university level and hold managers accountable for addressing service imbalances.

6. Revise evaluation and promotion policies and practices in all areas of the university to account for identity taxation, address various racial and gendered service imbalances, and reward equity and inclusion work.

7. Create formal (and encourage informal) mentorship and networking opportunities within and across units, departments, and colleges to support employees at all ranks.

8. Establish transparency and trust in the department, college, and university-wide promotion procedures; Regularly examine areas of potential bias for teaching and faculty/dean evaluations, including inter and intra-gender dynamics within departments/colleges and address.

9. Update and establish clear tenure and promotion standards with broader definitions and support for all fields of expertise to ensure accurate interpretations for scholarly research and creative activities; Require promotion standards and guidelines are regularly updated in all departments every 3-5 years and reflect current trends in the disciplines; Ask stakeholders involved, how relevant are current directions on what constitutes the assessment of scholarship/creative activity?

10. Clarify and broaden service definitions to address cultural taxation and recognition of equity and inclusion work.

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11. Clarify and formalize early promotion and full professor standards in all departments; Make sure all departments/colleges follow consistent protocols, policies, and procedures.

12. Address the teaching vs. research university dilemma in campus culture and promotion standards; Acknowledge and address the generational gap in higher expectations now than for senior faculty from previous generations in the evaluation process.

13. Assess what mechanisms are in place for guidance and support of associate professors, especially for further guiding and supporting female associate professors; Ensure that all candidates receive comparable advice and preparation, especially for associate professors, to ensure a timely path to promotion.

    a. Create formal (and encourage informal) mentorship and networking opportunities within and across colleges to support faculty at all ranks.

14. Provide professional development for deans in gender equity to address the additional challenges female faculty face, especially the intersections of gender and race/ethnicity; Require deans to annually provide all faculty with a clear picture of their progress toward achieving timely promotion to full professor.

SALARY EQUITY

1. Engage in a systematic review of salary equity, including all necessary variables.

   a. Track initial and final salary and start-up offers and benchmark for equity in colleges and divisions for all administrators, staff, and faculty.

   b. At the time of faculty promotion, analyze department and college data to identify and correct faculty inversion/compression and gender/race inequity and systematically address pay inequities.

   c. Annually identify and correct staff inversion/compression and gender/race inequity and systematically address pay inequities.

2. Make clear current practices upon receiving a salary equity request or market-based salary increase request from faculty and staff and/or complaints about salary inequities and ensure that equal support is provided to faculty and staff within confines of the CBAs.

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