Gender Equity Taskforce
Town Hall Progress Report

May 13, 2021
GENDER EQUITY TASK FORCE MEMBERS

- Chaun Ares, Senior Residential Life Coordinator, Staff Rep
- Jamin Butler, Academic Affairs Administrative Analyst/Specialist
- Karla Castillo, Health Sciences Internship & Professional Development Coordinator, NTTF Rep
- Agke-Ong Grow, Director Employee Relations
- Ivonne Heinze Balcazar, Chair & Professor of Modern Languages, CFA Rep
- Catherine Jermany, Director Black Rose Resource Center, Staff Rep
- Tammy Kenber, Associate Vice Chancellor of Human Resources
- Cheryl Koos, AVP of Faculty Affairs & Development
- Terry McGlynn, Professor of Biology, Faculty Rep
- Monica Ponce, AVP of Human Resources
- Megan Tagle Adams, Director of Women’s and Multicultural Resource Centers
- Co-Chairs:
  - Kim Costino, Dean of Undergraduate Studies
  - Elizabeth Schrock, Title IX Coordinator
  - Laura Talamante, Professor of History, Senate Rep
Looking ahead
RFP & Hire Consultant
Data Collection & Analysis
Data-Driven Recommendations

Today
Gender Equity Principles & best practices

Fall 2020
Engaged Dr. Mark Carrier & reviewed salary data

Summer 2020
Reviewed policies & practices for pay equity

Fall 2019
RFP Draft & Listening sessions

Summer 2019
Subcommittees Info Gathering

April 2019
First meeting of Taskforce

February 2019
Gender Equity Senate Resolution

March 2020
Pandemic began RFP put on pause

June 2020
Gender Equity Principles Presidential Memo

Spring 2020
Weighted Pay Equity Committee Formed
ACCOMPLISHMENTS
Fall 2019 Draft **Exec 20-08**

- Gender Equity Principles Forums March 16, 17, & 19, 2020
- Senate passed unanimously on April 22, 2020
- President Parham signs Presidential Memo on **PM 2020-05** on June 2, 2020
CSUDH IS COMMITTED TO THE FOLLOWING:

1. embracing the Equal Rights Amendment and the concept: “Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex”;
2. ensuring pay equity, transparency in pay and promotion criteria, equitable workloads, and equal opportunity for all CSUDH employees and students;
3. maintaining equitable learning and working conditions for all CSUDH employees and students;
4. providing on-going education and professional development to eliminate gender-based and related intersectional forms of discrimination, unconscious bias, and retaliation in the classroom and workplace;
5. incorporating training for cultural shifts in the use of language to create a common language as part of professional development, which will respect and uplift all gender identities and expressions; reproductive rights/family care and family leave for all forms of family; 9. making available time and accessible on-going training and education for all levels of
CSUDH IS COMMITTED TO THE FOLLOWING:

6. fostering the full involvement of women and men of color, LGBTQIA2+, and non-binary leaders throughout the campus, particularly in those areas in which this representation is absent or bleak.
7. prioritizing gender equity and inclusion based on the intersectionality of women and men of color, LGBTQIA2+, and non-binary employees and students;
8. providing, without career penalties, all employees with the same access to institutional support for reproductive rights/family care and family leave for all forms of family;
9. making available time and accessible on-going training and education for all levels of work classifications across divisions for career advancement strategies, contract and salary negotiations, leadership development, as well as mentorship and sponsorship as integral components of one’s career advancement;
10. ensuring all divisions reiterate CSUDH’s commitment to equity by educating employees that Title IX prohibits exclusion and discrimination on the basis of sex and that CSU EO 1096 and 1097 goes further and prohibits discrimination, harassment, and retaliation on the basis of sex, sex stereotype, gender, gender identity, and gender expression, and ensuring that employees understand their rights, options, and protections.
SUBCOMMITTEE: RFP

Listening Sessions

• December 11, 12, 16, & 18, 2019 & January 29, 2020
• Meeting with Procurement, March 13, 2020
• Gender Equity Task Force postpones RFP, March 24, 2020
  • President Parham requested due to pandemic
• President Parham greenlights RFP, February 2021
SUBCOMMITTEE: POLICIES AND PRACTICES

State & Federal
- Fair Pay Act (CFPA), Labor Code, Ed Code
- Civil Rights Act & Title VII (1964), Title IX (1972), PDA, EPA, VAWA

CSU Policies
- EO 1096, EO 1097, EO 1095, CBAs
- CO Technical Memos on Fair Pay, Affirmative Action, MPP Appointments

AAs & PMs
- Lactation and pregnancy
- Hiring, promotion, tenure, MPP recruitment, interim MPP appointments
BEST PRACTICES BEING IMPLEMENTED

• Moving Beyond Bias: Anti-bias workshops
• Developed Guidelines for Interim MPP Appointments (PM 2021-03) to ensure equal opportunity and that interim appointments fulfill the university’s goals of achieving a diverse workforce. (HR)
• Developed Staff and MPP Recruitment Guidelines (HR)
• Implemented CHRS Recruiting online Faculty/Staff/MPP to facilitate more timely recruitment and hiring (HR/FAD)
• Continue to review internal/external equity for personnel actions (HR)
• Continue to review current and implement new recruitment processes to further equity and inclusion goals in faculty hiring (FAD)
• Equity-focused recruitment & hiring practices
• Pregnancy/parenting support/accommodations
Human Resources and Faculty Affairs & Development to advertise all staff/MPP/faculty job postings to diverse job boards:

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Article Review
  • Campus Climate
  • Salary Equity

Expert consultation
  • Dr. Donna Garcia, CSUSB, ADVANCE-DEPTH grant
  • DEPTH: Diversity and Equity in Promotion, Tenure, and Hiring
    • Purpose: Faculty-centered initiatives at CSUSB to further diversity and equity through policy and practice change
    • Funding Support: NSF ADVANCE Adaptations Track Grant
    • Amount: $995,876.00
    • Term: 4 years with no-cost extension (2018-2022)
Data collected & reviewed

• CO grant for increasing faculty diversity campus report
  • Need for baseline diversity/equity assessment by college
• Campus Climate Survey
  • Addressed gender identity & climate not gender equity
• Data from the Affirmative Action report
• Salary equity data for faculty/staff (Dr. Mark Carrier)
Women's Leadership Study at CSUDH
Let's chat about the survey

STUDY CONTEXT

CSUDH Women’s Leadership Study SUMMARY

This mixed-method study sought to gain insight into the leadership aspirations of women working at CSUDH and if they aspire to advance in leadership, as well as to identify the barriers experienced in the workplace.

The analysis of the study indicate women at CSUDH do want to grow in leadership direction, yet barriers hinder their achievement and leadership behavior as a result.
### Study Participants

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<th>Type of Position</th>
<th>Total</th>
<th>Percentage</th>
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<td>Faculty</td>
<td>112</td>
<td>65.1%</td>
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<tr>
<td>Staff</td>
<td>60</td>
<td>34.9%</td>
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California State University, Dominguez Hills (CSUDH) employs a total of 1,950 faculty and staff. As of March 2019, there were 954 females employed at CSUDH.

*Respondent Demographics*

All 172 respondents identified as female.

Of those 172 women, there were 112 (65%) faculty members and 60 (35%) staff members who participated in the survey.
Quantitative Findings

Key findings:
1. The average scores for leadership aspirations were slightly higher for faculty (M=25.83, SD=6.85) than staff (M=23.87, SD=7.00).
2. Educational aspiration averages showed slightly higher scores for staff (M=38.93, SD=4.90) when compared to faculty members (M=37.72, SD=5.92).
3. Achievement aspirational scores were similar for faculty (M=30.26, SD=3.98) and staff (M=30.07, SD=4.12), indicating the same level of aspiration for this domain.

4. Middle management scored among the lowest in achievement (M=28.95, SD=4.73) and leadership (M=23.86, SD=7.36) aspirations when compared to other faculty and staff positions, excluding department chairs and non-management staff.

5. Both faculty (M=37.72, SD=5.92) and staff (M=38.93, 4.90) scored the highest in educational aspirations and lowest in leadership aspirations.
... We asked participants via the survey:

Please describe barriers you may have experienced in your careers in pursuit of advancement and what have you done (or need) to overcome those barriers.
# Qualitative Findings: Themes

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<th>Definition</th>
<th>Sub-Themes</th>
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| Organizational Support 112.2% of n=172 | Organizational support is the internal structure within the organization allowing opportunities for development, growth, and professional pathways of its employees. | Professional Development 11.4% of n=193  
Leadership 23.3% of n=193  
Resources 6.8% of n=193 |
| Gender Bias 75.6% of n =172      | Preference or discrimination toward one gender over the other. Bias can be conscious or unconscious and may manifest in many ways, both subtle and obvious | Glass Ceiling 47.6% of n =130  
Intersectionality 8.5% of n=130  
Ageism 10% of n=130 |
| Advancement and Promotion 30.8% of n =172 | Achievement towards available pathways to rise in leadership and professionally growing |
### Qualitative Findings: Themes Continued

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| Self-Motivators 27.3% of n=172 | Self-motivating factors, often resulting in internal monologues around confidence, doubt, risk, and readiness | Self-talk 27.7% of n=47  
  Self-action 55.3% of n=47 |
| Work-Home Life Balance 21.5% of n=172 | Balance between personal and professional lives, roles, and responsibilities |                                    |
| Educational Attainment 19% of n=172 | Attainment of an educational degree for advancement purposes |                                    |
| Developmental Networks 12.2% of n=172 | Guidance from a mentor, colleague, or person around professional and personal attainment; foundational support systems | Networking 38.1% of n=21  
  Mentorship 61.9% of n=21 |
Study Informs Gender Equity Taskforce Work

- providing on-going education and professional development to eliminate gender-based and related intersectional forms of discrimination, unconscious bias, and retaliation in the classroom and workplace.

- making available time and accessible on-going training and education for all levels of work classifications across divisions for career advancement strategies, contract and salary negotiations, leadership development, as well as mentorship and sponsorship as integral components of one’s career advancement.

PM 2020-05 (Gender Equity Principles)
NEXT STEPS
Gender Equity Task Force Summer 2021

• Update RFP for consultant expert
  • June 2021 RFP
  • August 2021 interview/select consultants
  • September 2021 Consultant begins data collection
  • Findings report by April 2022

• Written Progress Report
  • Assessment of literature & recommendations
    • Address COVID-19 impact on gender equity in a post-pandemic university
BEST PRACTICES TO IMPLEMENT 2021-2022

Institutionalizing Gender Equity Practices

• Transition to Office of Equity and Inclusion, onboarding CODEI
  • Gender Equity Principals
    • Embedding in Strategic Plan
    • Implementing & tracking
    • Annual celebration of each division's accomplishments
  • Gender equity website
  • Gender equity professional development for all campus employees
  • Update anti-bias practices for all search committees
  • Review policies & practices for barriers to gender equity
  • Annual equity assessment practices
Data Collection and Tracking:

- On-campus faculty: Number of faculty, broken down by gender, then URM/WR
- # applied for tenure, promotion to Associate, promotion to Professor
- Hiring Contract
  - Avg # of service credit years
  - Avg release time (WTUs)
  - Avg start-up dollars
- Awarded sabbaticals
  - Number
  - Average # of years since last or at the institution
  - Average number of years at the institution
FACULTY EQUITY ASSESSMENT PRACTICES

Faculty Searches
  • Search committee composition
  • Composition of search pools
  • Initial applicants
  • Acceptable applicants
  • Semi-finalists

Experiential Data Collection & Retention
  • Campus visit survey
  • Faculty Exit interviews
  • Faculty Exit surveys
  • Faculty search committee survey
  • Faculty evaluation committee survey
Staff/Administration data collection and analysis

• Position Classification, Current Salary, Additional Compensation
• Years of service, in-range progressions, annual evaluations, awards, grants
• Gender assessment & value of service work
• Merit-Based Raise Dates and Merit-Based Raise Percentage
• Additions to working portfolio, reclassification, increased compensation
• Promotion & Professional Pathways
STAFF EQUITY ASSESSMENT PRACTICES

Staff/Admin Searches
- Search committee composition
- Composition of search pools
- Initial applicants
- Acceptable applicants
- Semi-finalists

Experiential Data Collection & Retention
- Campus visit survey
- Staff/Admin Exit interviews
- Staff/Admin Exit surveys
- Staff/Admin search committee survey
- Staff/Admin evaluation committee survey