Gender Equity Taskforce
Town Hall Progress Report

May 13, 2021

BACKGROUND

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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

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Looking ahead
RFP & Hire Consultant
Data Collection & Analysis
Data-Driven Recommendations

April 2019
First meeting of Taskforce

February 2019
Gender Equity Senate Resolution

Summer 2019
Subcommittees Info Gathering

Fall 2019
RFP Draft & Listening sessions

March 2020
Pandemic began RFP put on pause

Today
Gender Equity Principles & best practices

Summer 2020
Reviewed policies & practices for pay equity

June 2020
Gender Equity Principles Presidential Memo

Fall 2020
Engaged Dr. Mark Carrier & reviewed salary data

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ACCOMPLISHMENTS

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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](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

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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.

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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

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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

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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

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BEST PRACTICES BEING IMPLEMENTED

Human Resources and Faculty Affairs & Development to advertise all staff/MPP/faculty job postings to diverse job boards:

www.abilitiesinjobs.com https://www.africanamericanjobsearch.com/	www.hispanicinjobs.com https://www.hispanicjobexchange.com/
www.asianinjobs.com https://www.asianjobsearch.com/	www.JOFDAV.com https://www.lgbtjobsearch.com/ www.lgbtqinjobs.com
www.blackinjobs.com www.hireblack.com	www.seniorsinjobs.com https://www.seniorstowork.com/
www.diversityinjobs.com	www.rallypoint.com https://www.usdiversityjobsearch.com/
www.disabledperson.com https://www.disabledjobseekers.com/	www.womeninjobs.com https://www.veteranjobcenter.com/

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SUBCOMMITTEE: BEST PRACTICES

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)

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# 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.
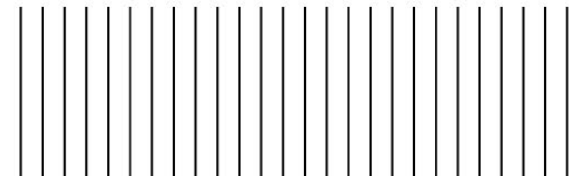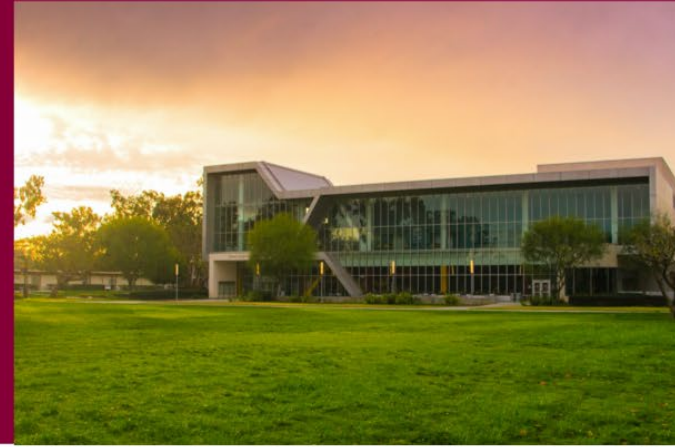
STUDY PARTICIPANTS

CSUDH Participants

Type of Position	Total
Faculty	112 (65.1%)
Staff	60 (34.9%)

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).

Quantitative Findings Continued

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

The following seven themes and subsequent sub-themes emerged from the following open-ended item on the survey:

THEME	DEFINITION	SUB-THEMES
Organizational Support 112.2% of n=172 (*193 comments in total)	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

QUALITATIVE SUMMARY

THEME	DEFINITION	SUB-THEMES
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

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 divisions 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**

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FACULTY 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

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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**

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STAFF EQUITY ASSESSMENT PRACTICES

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**

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