Report of the
**California State University, Dominguez Hills
Gender Equity Task Force**

Carson, California
October 2022

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Executive Summary

Charge

On February 6, 2019, the Academic Senate of California State University, Dominguez Hills (ASCSUDH) passed EXEC 18-13 unanimously calling for a Gender Equity Task Force. In April 2019, the President and the ASCSUDH charged the Task Force with:

1. Summarizing current policies/practices and collect campus quantitative and qualitative data, including a survey to identify institutional barriers individuals may face based on gender/gender identity/gender expression, to assess gender equity;
2. Disaggregating data by gender, race, ethnicity or the intersections of these identities; as well as disaggregated by tenure-track and non-tenure-track;
3. Identifying best practices for university gender equity and making recommendations for the necessary changes for gender equity to level the playing field for employees at all levels at CSUDH;
4. Conducting a town hall to share the findings before final publication of its finding to allow campus stakeholders to assess the recommendations of the Task Force;
5. Submitting their findings in a published report made available on the Senate web page and presenting to the Academic Senate.

Membership

Tri-Chairs
Kim Costino, Dean of Undergraduate Studies
Elizabeth Schrock, Title IX Officer/Discrimination, Harassment, and Retaliation Administrator[1]
Laura Talamante, Professor of History, Academic Senate Representative

Members
Chaun Ares, Senior Residential Life Coordinator, Staff Representative
Jamin Butler, Academic Affairs Administrative Analyst/Specialist
Karla Castillo, Health Sciences Internship & Professional Development Coordinator, Non-Tenure-Track Faculty Representative
Agke-Ong Grow, Director Employee Relations
Ivonne Heinze Balcazar, Chair & Professor of Modern Languages, California Faculty Association Representative
Miriam Hernandez, Assistant professor in the Advertising and Public Relations program in the Communications Department, Replacement Faculty Representative
Catherine Jermany, Director Black Rose Resource Center, Staff Representative
Tammy Kenber, Associate Vice Chancellor of Human Resources
Cheryl Koos, AVP of Faculty Affairs & Development
Terry McGlynn, Professor of Biology, Faculty Representative (replaced by M. Hernandez)
Monica Ponce, AVP of Human Resources
Megan Tagle Adams, Director of the Women's and Multicultural Resource Centers

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[1] Dr. Schrock helped lead the task force and contributed in part to the final report and recommendations before her transition from the university on August 18, 2022.

Introduction

The Gender Equity Task Force commenced in 2019, a year prior to the COVID-19 pandemic. Since that time, higher education has gone through drastic shifts in culture. The general tenor of media coverage of the pandemic and scholarly studies suggest that the pandemic worsened already existing gendered disparities in higher education. The Gender Equity Task Force formed three subcommittees for information gathering: Data Collection, Policies and Procedures, and Best Practices. The Data Collection subcommittee began developing questions in summer 2019, but soon found that existing sources of data regarding gender equity were scarce, so upon the recommendation of administration and with the support of the President's Office drafted a Request for Proposals (RFP) to secure a consulting firm to assist in collection and analysis of data. The draft RFP was then shared in a series of listening sessions in fall 2019, open to campus employees, on several dates where we collected feedback. In spring 2020, we refined the RFP and worked with Procurement to set up the process for releasing the RFP and evaluating proposals. In March 2020, due to the COVID-19 pandemic President Parham asked the Task Force to postpone the RFP as the campus transitioned to remote work practices.

While the RFP was on hold, the Task Force continued to engage in research regarding best practices. In so doing, it agreed it followed its charge to consider gender from an intersectional lens and recognize race and racism as an important factor in all of our analyses and recommendations and that it wanted the results of its work to foster long-lasting, systemic change regarding intersectional gender equity, not a series of quick fixes or band aids to address individual problems without pointing the way to long-term, institutional solutions. As a result, the Task Force is influenced by the work of Shaun R. Harper and Ellie Bothwell. For Harper, who often talks specifically about racial equity because, as he noted at the Juneteenth Celebration, "getting race right" poises institutions for scalable and replicable success in other areas of equity, systemic change regarding racial equity requires:

1. investing in reparations for historical negligence, violence, and other forms of harm, what he refers to as "unapologetically investing in repairing the brokenness that has been systematized";
2. specifying that we are working on *racial* equity;
3. thinking strategically;
4. assessing campus racial climate and making strategic use of the data;
5. engaging in analyses and revisions of policies and practices through the prism of racial equity;
6. exchanging deficit lenses for growth mindsets;
7. providing professional learning experiences that develop racial literacy; and
8. holding individuals in the institution accountable for demonstrable progress on racial equity goals.

Bothwell makes similar recommendations when she encourages campuses to:

1. take "comprehensive approaches to tackling gender equality";
2. engage the entire campus community;
3. introduce specific initiatives that focus on gender equity;

4. develop campus-specific policies that go beyond state and federal requirements in order to address campus data regarding gender equity gaps;
5. regularly collect and review disaggregated data and revise policies accordingly;
6. ensure that policies, practices, and services that are intended to foster gender equity are widely communicated and implemented.

To begin to implement these principles in its own work and recommendations, the Task Force launched a series of listening tours and focus to gain a better understanding of CSUDH employees' gendered and raced experiences so that its recommendations would point the way to Investing in reparations for historical negligence, violence, and other forms of harm," And while the Task Force found that CSUDH has little baseline data regarding gender-equity for employees, it reviewed what it could find. Thus, in addition to data from its own listening sessions, it also reviewed the following sources of data:

1. Campus Climate Report, 2019.
2. Women's Leadership Aspiration Survey, 2019.
3. Women's Experiences on the Path to Full Professor Survey, 2021.
4. Advancing Faculty Diversity CSUDH Final Report, July 2019.
5. CSUDH Faculty Diversity Overview, Spring 2022
6. 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.
7. Salary Data Study, 2018 (Tenured/Tenure-Track Faculty).
8. Salary Data Study, 2019-2020 (Staff/Administration).
9. IPEDs Faculty Salary, 2020.
10. Affirmative Action Reports (2019-2020, 2020-2021, 2021-2022).
11. Overview of Office of Equity & Inclusion Reporting Data Academic Years 2016-17 to 2020-21.

The Task Force's high-level findings from the review and analysis of these data sources are:

1. Bias, racism, and sexism routinely structure interactions on campus;
2. 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;
3. There is a lack of encouragement, support, and mentorship from supervisors of all genders;
4. Identity taxation and service imbalances are endemic throughout the campus;
5. There is an unwillingness and defensive among leadership to talk about gender inequities and fear of retaliation is common;
6. Preliminary data analysis points to some salary inequities; and
7. There is a lack of diversity in the higher ranks of the professoriate that suggests more of a retention problem than a hiring problem.

These findings led the Task Force to develop a Gender Equity Principles document that the Academic Senate then turned into a Senate resolution. The Task Force then convened several Gender Equity Principles Forums. Feedback from across campus, including from the President's

Office, was used to revise the resolution, which the Senate passed unanimously, and President Parham signed into Presidential Memo 2020-05 Gender Equity Principles. The Task Force believes that creating policies, programs and mechanisms for holding the campus accountable for adhering to these principles will go a long way to create a culture and climate that fosters both racial and gender equity. The Task Force also believes that hiring of a Vice President/Chief Officer of Diversity, Equity, & Inclusion and the implementation of CSUDH's Strategic plan, will provide a roadmap for implementing Harper and Bothwell's recommendations for creating systemic change and addressing the Task Force's high-level findings.

Recommendations

Based on these findings and its review of the literature, GETF makes the following 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.

The Task Force also makes more specific recommendations in four distinct areas:

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
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.

Policies and 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.
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.
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.

Hiring and Retention

1. Institutionalize equity-focused practices into employee searches and faculty/instructor PTE evaluations.[2]
   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.[3]
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.

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[2] See Columbia University's "Guide to Best Practices in Faculty Search and Hiring," which provides a guide to best practices from the beginning to the end on the process of hiring new faculty at Colombia University. The handbook was created by a team of different faculty across various disciplines and individuals from the Provost office. Overall, the guide does an excelled job outlining the before, during, and after of a faculty search and "what if" situations with very detailed explanations at every step.

[3] David A. M. Peterson, Lori A. Biederman, David Andersen, Tessa M. Ditonto, Kevin Roe, "Mitigating gender bias in student evaluations of teaching," PLoS ONE 14 No. 5(2019): e0216241. Research indicates, there are no seen differences for male instructors, but that female instructor evaluations can improve. The anti-bias language at the beginning of PTEs or in promotional material can read as follows (adapted from Peterson et al., 2019): "Student evaluations of teaching play an important role in the review of faculty. Your opinions influence the review of instructors that takes place every year. California State University Dominguez Hills recognizes that student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned. As you fill out the course evaluation please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material) and not unrelated matters (the instructor's appearance)." An aspect to consider is that anti-bias language cannot delineate the nature of these biases in respondents. Another one to anticipate is the overall fatigue if the institution implements this bias language across all evaluations, as students would be less likely to notice, and its effects may lessen.

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.
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 and inversion/compression and gender/race inequity and systematically address pay inequities, including those for chairs and program directors.
2. Clearly post and annually communicate how to self-advocate for salary equity. 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.
   a. CSUDH should make clear current practices upon receiving a salary equity request or market-based salary increase request from faculty and staff and/or complaints about salaries inequities and ensure that equal support is provided to faculty and staff.

In what follows, the task Force provides a more detailed explanation of its data collection and analysis and offers more specific recommendations in four specific areas:

1. Campus Culture
2. Policies and Practices
3. Hiring and Retention Practices
4. Salary Equity

Data Collection and Data Infrastructure Recommendations

The Gender Equity Task Force sought to develop an overall understanding of gender equity in compensation, hiring/retention/promotion, the campus climate as it relates to intersectional gender identity, the gendered (and racial) impacts of the Covid-19 pandemic, and the extent to which our current policies (system-wide as well as campus-wide) need to be revised (or implemented differently) in order to create a more equitable campus. In what follows, we summarize those findings and make recommendations regarding ongoing data collection and infrastructure.

Data Collection Questions and Data to be Collected, Benchmarked, and Assessed

The questions framing our data collection recommendations developed out of Task Force meetings, including the Data Collection Subcommittee, and the fall 2019 campus focus groups facilitated by task force members.

Equity in Hiring
- Questions:
  - How does the university attract and assess applicant pools?
  - What is the process for writing position descriptions and gaining approval for new or backfill positions across departments, colleges, and divisions?
  - What is the hiring, evaluation, and retention process for staff, administrators, tenure-track and non-tenure-track faculty?
  - How does the university educate search committees about all employee hiring processes?
- Data to be Collected, Benchmarked, and Assessed:
  - Faculty, staff, and administrator offers, including starting salaries, benefits, reassigned time, professional development funds/offers, work environment and equipment (office/lab space, computers, lab equipment, etc.).
  - Information about equity in negotiations.

- o Collect/assess data regarding guardian/caregiver status across departments/colleges/divisions.

Equity in Retention
- Questions:
  - o What onboarding support occurs for staff, administrators, non-tenure-track and tenure-track faculty? What is the professional development support received?
  - o How is workload determined?
  - o What is the evaluation process?
  - o What was the gendered impact of COVID-19 due to remote working conditions?

- Data to be Collected, Benchmarked, and Assessed:
  - o Workload determination, specifically assigned/reassigned time, stipends, publications, conference presentations, awards, committee/service work and sabbaticals.
  - o Advancement for entry-level staff positions (e.g., positions between entry level and Directors/Coordinators).
  - o Exit interviews

Equity in Promotions
- Questions:
  - o What is the process for promotions, including title changes, salary adjustments, reclassifications, misclassifications, and in-range progressions for staff, administrators, and faculty?
  - o How are evaluations used in determining promotions?
    - ▪ How is advancing equity used as a marker of merit for faculty, staff, and administration?
  - o Are 360 evaluations important for merit-based raises?
    - ▪ Did merit-based raises differ from previous years because of the first 360 evaluations?
    - ▪ What was the breakdown by gender?
  - o Is there equity in the professional development asked for in evaluations versus what is provided?
  - o Is there equity in promoting from within for faculty, staff, and administrators?
  - o Is there equity and transparency in practices for interim hires?
  - o Is there equity in raise percentages?

- Data to be Collected, Benchmarked, and Assessed:
  - o Years to promotion for staff, administrators, and faculty, including promotion to early tenure, tenure, full professor, and full-time lecturer:
    - ▪ Effective date (of current apt) and annual rate (current salary), years of service,
    - ▪ Time to Tenure and Raise % at Promotion/Tenure
      - • Committee service, reassigned time, awards, grants
    - ▪ Time to Full Professor, Raise % at Promotion to Full
      - • Committee service, reassigned time, awards, grants

- Equity increases
- Range Elevation for NTTF
- Market-based salary increases
- Conversion/Inversion
- Position Classification, Current Salary, Years of Service, Additional Compensation
- In-range progressions, annual evaluations, awards, grants

Equity in Salary

Question:
- How equitable is salary for staff, administrators, tenure-track and non-tenure-track faculty?

Data to be Collected and Analyzed:
- Salaries for staff, administrators, tenure-track and non-tenure-track faculty
  - Staff, MPP, or Faculty and position
  - Category of position: i.e., Admin I, II, III, or IV; SSP I, II, III, IV, etc. or part-time instructor, full-time instructor, assistant professor, full professor, etc.
  - Department/Division/Unit
  - Gender/sex, race/ethnicity, and age
  - Date of hire and/or years in position
  - Years in rank
  - Degree at time of hire
  - Prior years of experience

Equity in Faculty Research

Questions/Data to be Collected, Benchmarked, and Assessed:

- What is the proportion of CSUDH's total research output that is authored by women and non-binary faculty disaggregated by race/ethnicity, department, and college?
- What are the number of publications on gender equity or similar topics?

The Gendered Impact of COVID-19

Questions:
- What data will be needed to track, understand, and address the gendered impact?

Data to be Collected, Benchmarked, and Assessed:
- Surveys for all staff, administrators, and faculty
- Faculty research, scholarly, and creative activity productivity
- Exit interviews

Equity Among Faculty Academics/Division Leaders

Questions/Data to be Collected, Benchmarked, and Assessed:
- What is the number and proportion of women in senior roles, such as professorships, deanships, and senior university leaders (not including honorary positions)?
- Affirmative Action Reports and Plans

Equity for Caretakers
Questions:
- What practices are used for parental/caretaker support?
- To what extent do childcare facilities meet the needs for student/staff/administrator/faculty parents?

Data to be Collected, Benchmarked, and Assessed:
- Recurrent caretaker surveys

Equity Support and Measures of Progress
Questions/Data to be Collected, Benchmarked, and Assessed:
- What opportunities for mentoring exist for women and non-binary individuals?
- Is there broad participation? Is there management support for individuals to participate?
- What are the actual measures of success/outcomes?

Equity in Complaints and Grievances
Questions/Data to be Collected, Benchmarked, and Assessed:
- What is the proportion of grievances citing Article 16 (non-discrimination)?
- What is the breakdown of complainants and respondents by gender and race/ethnicity?
- What proportion of grievances and complaints cite gender-based harassment or discrimination?

Equity in Campus Climate and Culture
Questions:
- Does our campus climate align with our aspirational gender-equity values for campus culture?

Data to be Collected, Benchmarked, and Assessed:
- Recurrent campus climate surveys
- Gender-Equity Principles tracking

The following sections provide an overview and analysis of the data collected and analyzed for the Gender Equity Task Force report, findings, and recommendations.

Campus Climate and Culture

In 2018, CSU Dominguez Hills began the first phases for a qualitative and quantitative campus climate survey that concluded in 2019. In 2019, Coopwood Progressive Workshops & Developments provided the final report, analyses, and recommendations. Results from the 2019 Campus Climate survey show a very low response rate from all campus employees: "Three thousand, nine hundred seventy-three (3,973) responses were used as a representative pool of CSUDH's 17,635-person constituency. Respective sample sizes were students (3,289/83%), administrators (64/ 2%), faculty (243/6%) and staff (374/9%)."[4] However, the report authors

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[4] Campus Climate Survey, p. ?

indicate that despite the low employee responses compared to the high rate of response from students, there are still statistically significant results from the findings upon which they based their recommendations to the campus.

Questions directly pertaining to gender equity were not addressed. The report did address "[i]dentity questions pertaining to sexuality, religious belief, ability/disability, and veteran experiences as well as questions addressing campus issues (diversity training, representation, sense of welcoming, integration, safety, overall experience) were provided to all respondents."[5] Below we share major findings related to achieving gender equity goals at CSUDH.

<u>Major Findings Related to Goals of Gender Equity[6]</u>

Perceptions of Overall Climate:

• Faculty (M = 3.83) were more likely than staff (M = 3.60) and administrators (M = 3.42) to agree that CSUDH's campus was inclusive.
• Faculty (M = 3.96) were more likely than staff members (M = 3.69) to agree that multiculturalism was a core mission value at CSUDH.
• Faculty (M = 3.46) were more likely than staff members (M = 3.09) to agree that they had received adequate diversity training to engage with students and employees on campus.
• Staff (M = 2.40) were more likely than faculty members (M = 2.08) to agree that CSUDH put too much emphasis on diversity.
• Faculty (M = 3.33) and staff (M = 2.98) were more likely than administrators (M = 2.59) to agree that diverse perspectives could be found on CSUDH's campus.
• Faculty (M = 3.85) were more likely than staff members (M = 3.13) to agree that they were being encouraged to weave diversity and cultural competence in their work.
• Administrators (M = 3.00) were more likely than staff members (M = 2.43) to agree that there were effective measures in place at CSUDH to reduce bias in admissions and placement practices.

Promoting Diversity and Inclusion:

• Students (M = 4.66) were more likely than faculty (M = 4.51) to agree that campus leadership views promoting diversity and inclusion as important.

Perceptions of a Welcoming Campus:

• Students (M = 4.32) were more likely than administrators (M = 3.96) to agree that the campus was welcoming for LGBTQIA+ individuals.
• Staff (M = 4.14) were more likely than faculty (M = 3.82) to agree that the campus was welcoming for LGBTQIA+ individuals.
• Students (M = 4.45) were more likely than faculty (M = 4.29) to agree that campus was welcoming for individuals identifying as men.

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[5] Campus Climate Survey, p. 4.
[6] Campus Climate Survey, 5-6. The report indicates that these findings "represent statistically significant differences in perceptions among and between respective groups," 8.

• Students (M= 4.52) were more likely than staff (M = 4.19) and faculty (M = 4.14) to agree that the campus was welcoming for women.
• Students (M = 4.07) were more likely than staff (M = 3.73), administrators (M = 3.65) and faculty (M = 3.57) to agree the campus was welcoming for non-binary individuals.

Mandatory Diversity Training:

• Staff (M = 4.56) were more likely than students (M = 4.33) to agree that administrative leaders should be required to participate in mandatory diversity training.
• Staff (M = 4.55) were more likely than students (M = 4.36) to agree that governing board members should be required to participate in mandatory diversity training.

Campus Climate Survey Recommendations Relevant to Goals of Gender Equity[7]

1. Develop and distribute policy and accountability measures for administrative leader and board member diversity trainings.
2. Expand infrastructure for diversity leadership, advocacy, and accountability.
3. Establish on-going campus climate assessments.
4. Position diversity as a core responsibility for CSUDH personnel.
5. Reconstruct awards and recognition criteria to include diversity-based innovation.
6. Ensure that provisions for constituent feedback are secure and privileged from retaliation.
7. Conduct educational forums focused on perceptions of privilege from gender perspectives.
8. Improve campus aesthetics with cultural and historical artifacts from all populations and eras.
9. Publicly clarify and distinguish CSUDH diversity expectations for alignment of constituent behaviors and daily engagement/business practices.
10. Develop rigorous and concerted retention programs to improve the diversity index of underrepresented faculty, staff, and administrators.
11. Institutionalize hiring processes that attract underrepresented professionals.
12. Refine data collection processes regarding turnover of underrepresented professionals.

Conclusions of the Campus Climate Survey indicated the need for "building a fully supported, robust, and modernized diversity administration would be a key step and awaited measure of CSUDH's commitment to addressing gaps in constituent perceptions, which underscored its current climate." These findings align with those of the Gender Equity Task Force.

The report provided useful recommendations for reading and responding that emphasizes the value of qualitative data and regarding "significant findings "involving diverse CSUDH constituents as affirmation of their lived-experiences and resulting perceptions, observations, and recommendations."[8] The report also emphasized the importance of post-research dialogue and the "resolve to embrace an effort to invent, create, correct, innovate, and remedy what was *learned* as essential for the University to become a relevant and diverse academy."[9] The need for empathy and willingness to engage findings without defensiveness for perspectives and experiences that

[7] Campus Climate Survey, 9-11.
[8] Campus Climate Study, 14.
[9] Campus Climate Study, 14-15.

differ based on "different identities (race, gender, age, sexual orientation, religion, socioeconomic class, disability, employee group) and responsibilities [when] the subject being discussed was related to values and cultures (diversity, racism, sexism, privilege, homophobia, discrimination, equity, and/or exclusion)."[10]

Women's Aspirational Leadership Study, 2019

The 2019 mixed-method study by Dr. Laura Talamante and Dr. Nicole Rodriguez explored the leadership aspirations of women working at California State University, Dominguez Hills, a mid-size public west coast university with 954 members at the time who identified as female out of over 1950 faculty, staff, and administrative members in total. The researchers initiated the study as part of a women's leadership development initiative that began under Dr. Kara Dellacioppa in fall 2017 who began monthly meetings and a listserv for a Women's Academic Leadership Circle open to all female employees. Feedback in these meetings indicated shared experiences across ranks. Design of the study began in 2018 with implementation in 2019. The results of the study helped to support the creation of the Women's Leadership Workshops and Reading Group in 2019-2020 with funding from President Parham beginning in 2021. The researchers shared their findings as part of the Gender Equity Town Hall Progress Report in May 2021, which was also recorded and shared with the campus.

The study analyzed women's aspirations to advance in university leadership and asked respondents to identity the barriers and supports experienced in the workplace. The following research questions guided our study:

1. How do female staff and faculty members CSU Dominguez Hills perceive their (a) leadership aspirations, (b) educational aspirations, and (c) achievement aspirations?
2. What do female staff and faculty members perceive as significant barriers and supports in the workplace to career advancement?

Themes emerged from participants' described experiences as barriers and supports around the following: (a) work-home life balance, (b) educational attainment, (c) gender bias, (d) advancement and promotion, (e) glass ceiling, (f) organizational support, (g) developmental networks, and (h) self-motivators. The results of the mixed method analysis contribute to the literature by indicating females ranging from staff coordinators, tenured and untenured faculty members, and mid-level managers do want to grow and advance in leadership, yet barriers—often gendered—hinder their achievement and leadership advancement.

An online survey approved by the Institutional Research Board (IRB) was used to collect data for this study. The survey was administered through Campus Labs, in which skip logic was not applied, as all questions elicit responses from the participants. Outlined information regarding questions, clarifications, and consent was also included to inform and receive consent from participants before launching the start of the survey. All 172 respondents identified as female and represent 18% of self-identified female employees. Of those 172 women, there were 112 (65%)

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[10] Campus Climate Study, 15.

faculty members and 60 (35%) staff members who participated in the survey. Table 1 below lists the demographics of respondents.

Table 1. CSUDH Women's Leadership Survey 2019 Faculty and Staff Demographics		
Demographic	Variable	Total n(%)
Current Position	Tenured professor	55 (32%)
	Tenure-track professor	34 (19.8%)
	Non-tenure track professor	5 (2.9%)
	Department chair	18 (10.5%)
	Non-management staff	34 (19.8%)
	Middle management MPP	21 (12.2%)
	Upper management MMP	5 (2.9%)
Gender*	Female	172 (100%)
Race/Ethnicity[11]	American Indian or Alaska Native	5 (2.9%)
	Asian	19 (11%)
	Black or African American	26 (15.1%)
	Chicana/Latina/Latinx	2 (1.2%)
	Native Hawaiian or Other Pacific Islander	66 (38.4%)
	White	39 (22.7%)
	Decline to state	15 (8.7%)

*One individual self-described as cisgender woman and was categorized as female.

Research Framework and Methodology

We used the conceptual framework of the achievement theory of aspirational behavior and motivational balance (Rodriguez, 2019; Giuffrida, 2019). The achievement theory of aspirational behavior and motivational balance highlights the importance in how female aspirations blend simultaneously with engaged and empowering behavior to seek balance while also career achievement. We used a mixed-method design with descriptive and multivariate statistics to examine the quantitative and qualitative factors of women's leadership aspirations and the barriers and supports experienced primarily at CSU Dominguez Hills. Conducting a mixed-methods study draws upon the strength of both quantitative and qualitative research methods rather than using only one method to provide greater insight and in-depth information to support the purpose of this study (Almalki, 2016).

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[11] There was an entry error with the ethnicity question in Campus Labs with a requested change from Latinx in the initial survey sent to respondents to an updated Chicana/Latina/Latinx ethnicity choice. It is possible that there was a higher number of participants that identified as Chicana/Latina/Latinx and a lower number of Native Hawaiian or Other Pacific Islander respondents and Decline to state.

We administered a 32-item confidential online survey in the English language. Of the 32-item survey, 24 items are from the Career Aspiration Scale-Revised (CAS-R. Gregor and O'Brien, 2016). The CAS-R comprises 24 items rated on a 5-point Likert-type scale ranging from 0 (not at all true of me) to 4 (very true of me). We changed the wording of some questions within the 24-item instrument slightly to reflect language relatable to faculty experiences. Yet, we kept the meaning and construct of the question the same. We added one item to the aspirational scale-revised regarding survey respondents' interest in pursuing additional training in leadership development, one item that was an open-ended qualitative question asking respondents to describe barriers they experienced in their careers in pursuit of advancement and what they have done (or need to do) to overcome those barriers (Rodriguez, 2019; Giuffrida, 2019), and seven items regarding demographic information. The survey design was selected based on the review of the scholarly literature and the use of the CAS-R (Gregor & O'Brien, 2016) as well as building off of two thematic 2019 doctoral studies which used the CAS-R in the study of leadership aspirations of female middle managers in higher education and industry and their barriers to advancement (Rodriguez, 2019; Giuffrida, 2019).

The CAS-R measured three aspirational constructs, and several items were coded under each aspirational construct. Leadership aspiration (LA) was defined as the degree of aspiration to become a leader at their university. Educational aspiration (EA) was defined as the degree of aspiration to continue education (formal or through professional development). Finally, achievement aspiration was defined as the desire to aspire to be the best or feel recognized for contributions. Descriptive responses from the participants filled in important gaps not addressed in the quantitative portion of the survey instrument related to barriers and supports to advancement. Since this study utilized the achievement theory of aspirational behavior and motivational balance, a qualitative method was needed to get a brief perspective of female staff and faculty members related to their perceived barriers and supports.

The data analysis included descriptive statistics to answer the first research question. The descriptive statistics provided data to summarize the sample population, measures, and variables used, and the means of the aspirational scores of participants. The .05 or less criterion was used in the analysis of the data (Field, 2013). Reliability of the CAS-R subscales was calculated with Cronbach's Alpha. This study consisted of both independent and dependent variables. The independent variable in this study was the female (F) identification, faculty, staff, or administrative member. There were three dependent variables included in this study. The first dependent variable was identified as leadership aspirations (LA) on the CAS-R (Appendix A1 questions 1, 2, 4, 5, 7, 12, 15, and 24). The second dependent variable was identified as educational aspirations (EA) on the CAS-R (Appendix A1 questions 6, 10, 11, 14, 16, 18, 19, and 23). The third dependent variable was identified as achievement aspiration (AA) on the CAS-R (Appendix A1 questions 3, 8, 9, 13, 17, 20, 21, and 22). The three variables were measured by calculating the mean self-reported score to the corresponding eight questions related to the aspirational factor. The CAS-R scoring directions instructed the researcher to add up the scores on the 5-point Likert scale, but for questions 2, 4, 12, 20, and 22, scores were reversed and changed as such: 0=4, 1=3, 2=2, 3=1, 4=0 (Gregor & O'Brien, 2016). Once scoring occurred, the scores were summed up to provide achievement, educational, and aspirational leadership scores for each leadership. The higher the score, the more aspirational a participant is within the variable. Table 2 introduces the research

questions,   perspective   variables,   and   specific   analyses   conducted.

Table 2. *Alignment of Research Questions with Quantitative/Qualitative Analyses*		
Research Questions	Variables	Statistical Analyses
1) How do female staff and faculty members in a mid-size public west coast University perceive their (a) leadership aspirations, (b) educational aspirations, and (c) achievement aspirations?	F identification, LA, EA, and AA score	Descriptive statistics
2) What do female staff and faculty members perceive as significant barriers and supports in the workplace to career advancement?	F identification, themes from qualitative data	Constant comparative qualitative analysis

Table 3 represents the aspirational data results disaggregated by rank. Achievement aspiration (AA) is defined as the desire to aspire to be the best or feel recognized for contributions. Leadership aspiration (LA) is defined as the degree of aspiration to become a leader at their university. Educational aspiration (EA) is defined as the degree of aspiration to continue education (formal or through professional development). The sum of scores for each domain was calculated to determine aspirational levels ranging from 0 to 40, where higher scores indicated higher aspirations and lower scores indicated lower aspirations.

Table 3. CSUDH Faculty and Staff Aspirational Means by Position (2019)						
Position	Domain	n	Range		Mean	SD
Tenured professor	Achievement Aspirations	55	21	36	30.13	3.35
	Leadership Aspirations	55	8	34	25.87	6.50
	Educational Aspirations	55	19	45	36.78	6.11
Tenure-track professor	Achievement Aspirations	34	22	36	30.79	4.21
	Leadership Aspirations	34	14	34	27.32	6.36
	Educational Aspirations	34	26	45	39.65	4.87
Non-tenure track professor	Achievement Aspirations	5	30	36	33.00	2.45
	Leadership Aspirations	5	15	34	28.40	7.89
	Educational Aspirations	5	32	44	38.20	4.55
Department Chair	Achievement Aspirations	18	18	36	28.89	5.22
	Leadership Aspirations	18	9	33	22.17	7.65
	Educational Aspirations	18	24	45	36.83	6.91
Non-management staff	Achievement Aspirations	34	23	36	30.91	3.81
	Leadership Aspirations	34	8	34	23.65	7.03
	Educational Aspirations	34	28	45	39.18	4.40
Middle management staff	Achievement Aspirations	21	21	36	28.95	4.73
	Leadership Aspirations	21	8	34	23.86	7.36

	Educational Aspirations	21	23	45	38.38	5.80
Upper management staff	Achievement Aspirations	5	26	32	29.00	2.24
	Leadership Aspirations	5	17	31	25.40	6.43
	Educational Aspirations	5	32	45	39.60	4.83

Quantitative Analysis of Aspirational Domains

Faculty and staff aspirational responses are illustrated below in whisker plots and bar charts. The whisker plots highlight the range in scores. The bar charts represent the average aspirational domain scores of faculty and staff by specific positions or roles at CSUDH. The sum of scores for each domain was calculated to determine aspirational levels ranging from 0 to 40, where higher scores indicated higher aspirations and lower scores indicated lower aspirations. The whisker plots below show the range of the data with "x" representing the mean and include boxes for the second and third quartiles.

❖ Achievement Aspirations

Figure 1 suggests that both faculty and staff have a high level of agreement in achievement aspirations with slightly greater faculty ranges (18 to 36) when considering the outlier. Achievement aspirational average scores show similarities for faculty (M=30.26, SD=3.98) and staff (M=30.07, SD=4.12), indicating the same level of aspiration.

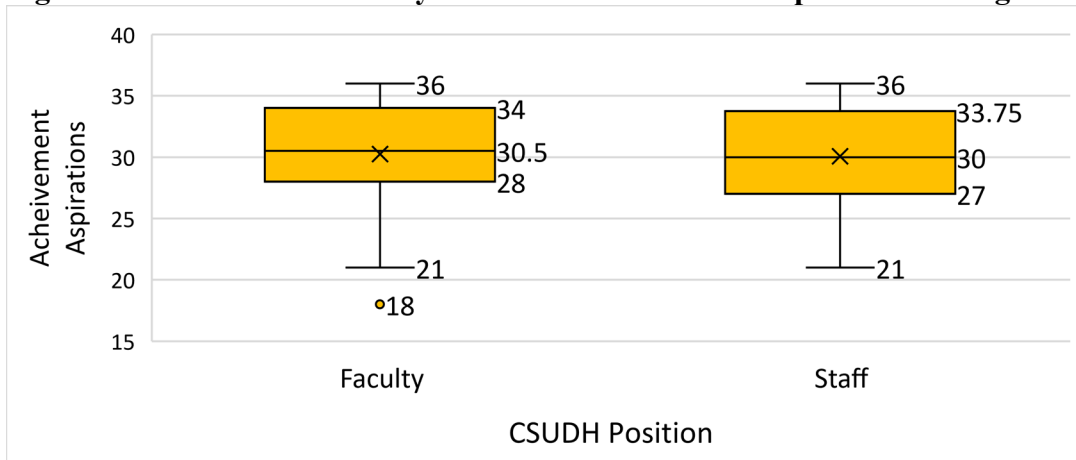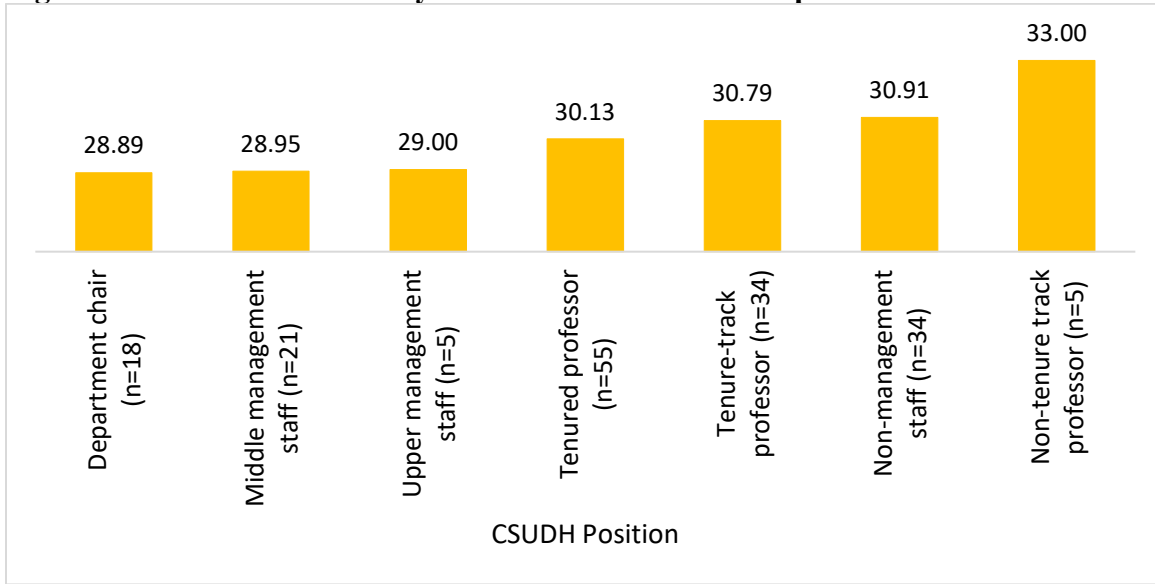**Figure 1. 2019 CSUDH Faculty and Staff Achievement Aspirational Ranges**

Figure 2 illustrates that non-tenure track professors (M=28.89, SD=5.22) scored the highest in achievement aspirational averages, whereas department chairs (M=33.00, SD=2.45), middle management (M=28.95, SD=4.73), and upper management (M=29, SD=2.24) scored similarly at the bottom end of the scale. Non-management staff, tenure-track, and tenured professors scored all scored similarly. Non-tenure track faculty may have the most to gain from achievement in the field as a means to a tenure-track position. Non-management staff may also have more to gain in terms of mobility in employment ranks within the university and the field of higher education.

Figure 2. 2019 CSUDH Faculty and Staff Achievement Aspirational Means

❖ Leadership Aspirations

Figure 3 suggests that for leadership aspirations, overall faculty and staff scores range within a similar level of agreement in achievement aspirations but differ in medians (28 and 24). 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).

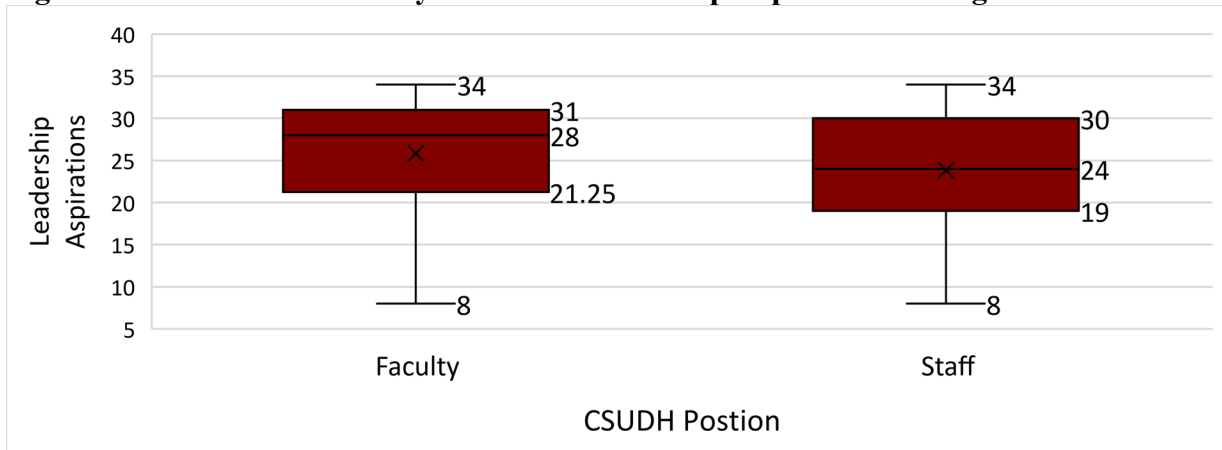**Figure 3. 2019 CSUDH Faculty and Staff Leadership Aspirational Ranges**

Figure 4 indicates that non-tenure track and tenure-track professors score the highest average scores in leadership aspirations (M=28.40, SD=7.89), whereas department chairs (M=22.17, SD=7.65) score the lowest. Non-management staff and middle management staff score just above department chairs, while upper management and tenured professors score slightly higher.

Figure 4. 2019 CSUDH Faculty and Staff Leadership Aspirational Means
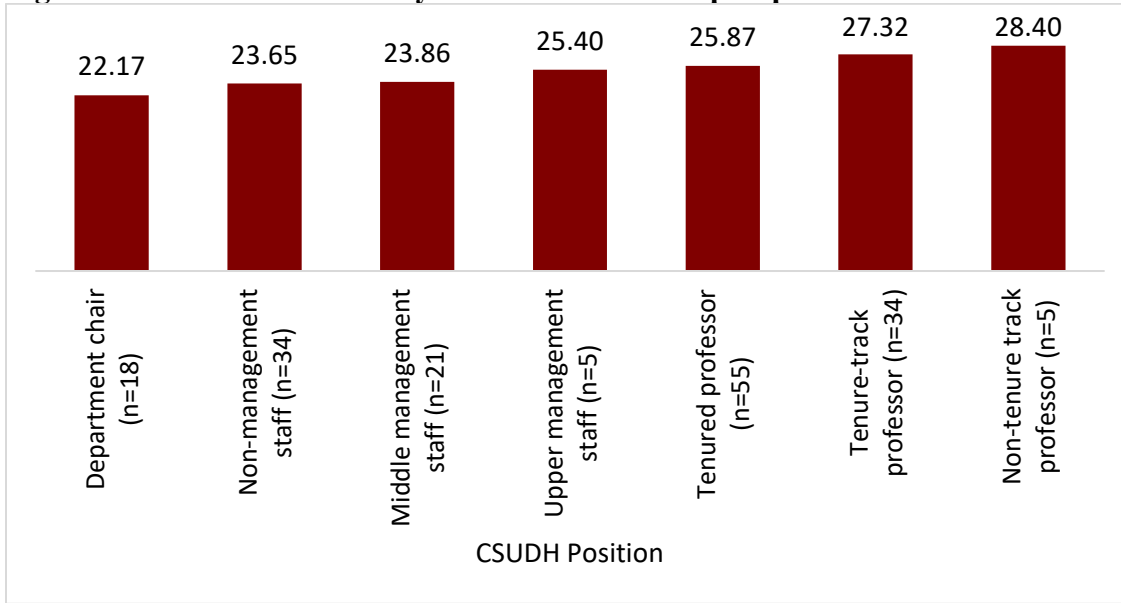

❖ Educational Aspirations

The box plot in Figure 5 suggests that faculty and staff hold differing educational aspirations where faculty ranges (17 to 40) are greater than staff (22 to 40). Educational aspirational averages demonstrate slightly higher scores for staff (M=35.05, SD=4.24) than faculty members (M=33.60, SD=5.26), which makes sense in terms of the requirement for tenure-track faculty to hold terminal degrees in their field as a condition of employment. Non-tenure track faculty may be hired while completing terminal degrees or in some fields at the M.A. level

Figure 5. 2019 CSUDH Faculty and Staff Educational Aspirational Ranges
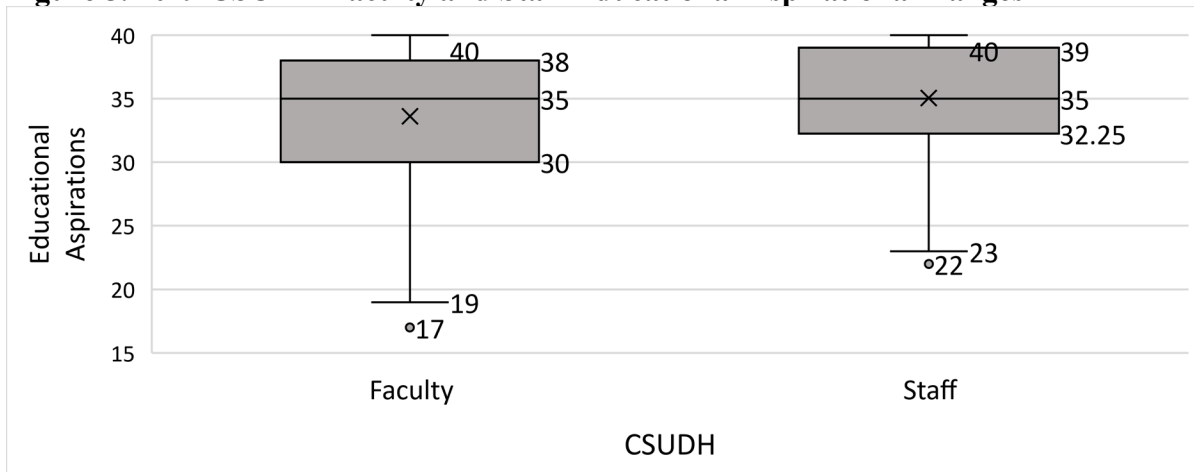
In Figure 6, educational aspirational averages for upper management show the highest scores (M=36.00, SD=4.36), while the lowest scores are displayed by tenured professors (M=32.53, SD=5.61). While terminal degrees may be advantageous for upper management, they are not required as terms for employment, whereas tenured professors will already have their terminal degrees.

Figure 6. 2019 CSUDH Faculty and Staff Educational Aspirational Means
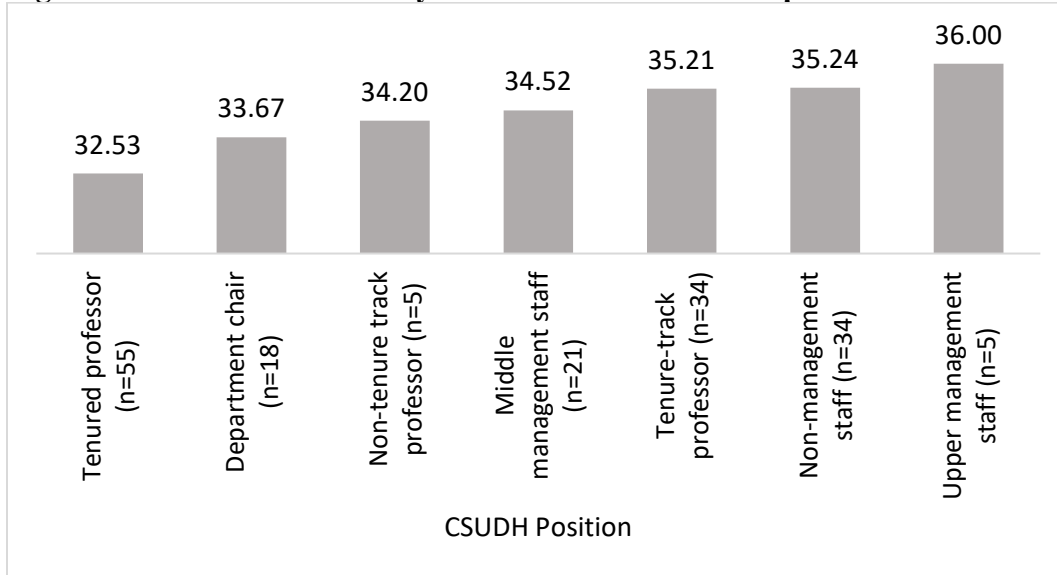
The key quantitative findings amongst survey respondents were that middle management scored the lowest in achievement aspirations (M=28.95), as well as leadership aspirations (M=23.86) when compared to other faculty and staff positions. Middle management is defined as those who lead others but yet sit under senior management positions and above non-management workers. There was a lower interest in middle management respondents to seek additional leadership roles compared to areas of higher interest, such as educational aspirations.

Additional quantitative findings showed that both faculty (M=33.60) and staff (M=35.05) scored the highest in educational aspirations and lowest in leadership aspirations, faculty (M=25.83), and staff (M=23.87). It is expected for faculty and staff to have a higher aspirational interest in education, as education also encompasses professional development in addition to seeking formal education, such as a terminal degree. Some additional quantitative findings to point out are that faculty members scored the highest and lowest in both achievement and leadership aspirations, and again highest in educational aspirations as additional learning was an aspirational focus for many respondents. Specifically, non-tenure track professors scored the highest in achievement and leadership aspirations, while department chairs scored the lowest in the same areas. Educational aspirational averages slightly differ by position at CSUDH, such that upper management staff members score the highest while tenured professors score the lowest.

Qualitative Analysis
Using Saldana's (2009) qualitative method, the researchers analyzed and coded the responses to the open-ended survey question. The open-ended question asked the respondent to describe a barrier they have experienced in their career. Respondents were also asked what they have done or need to do to overcome barriers. The researchers coded the responses by hand using Saldana's open-coding method: (1) the researchers each reviewed the qualitative responses and identified words and phrases that have meaning, (2) they revisited the words and regrouped them, (3) and then they decoded and deciphered for meaning, and finally (4) they encoded through labeling and noting patterns (Rodriguez, 2019). Table 4 represented the dominant themes that emerged from

coding and the percentages for the frequency of each theme. Individual respondents may have mentioned a theme more than once in the examples they described as barriers to career advancement.

Table 4. Dominant Themes for Barriers Identified by Women		
Theme	Definition	Sub-Themes
Organizational Support 112.2% of n=172	Organization support is the internal structure within the organization allowing opportunities for development growth and professional pathways of its employees	Leadership 23.3% of n=193 Professional Development 11.4% of n=193 Resources 6.8% of n=193
Gender Bias 75.6% of n=172	Preference or discrimination toward one gender over the another. Bias can be conscious or unconscious and manifest in many ways, both obvious and subtle.	Gender Equity, Bias, & Discrimination 43.1% of n=130 Intersectional (Gender barriers intersecting with other barriers such as racism, ageism, and disability) 26.2% of n=130 Glass Ceiling (including pay equity) 14.7% of n=130
Advancement and Promotion 30.8% of n=172	Achievement towards available pathways to rise within the university structure and leadership opportunities.	
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.	Family 37.8% n=37 Finances 21.6% n=37
Educational Attainment 19% of n=172	Attainment towards 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.	Mentorship 61.9% of n=21 Networking 38.1% of n=21

❖ Organizational Support

Women spoke about the lack of encouragement or support from supervisors, with lack of understanding, value, recognition, or support coming from male supervisors (with female supervisors mentioned less frequently) for work done or for pursuing career advancement. They experienced feelings that their "voice or ideas are not welcomed, heard, or valued" and the difficulty in getting a "seat at the table." Women also spoke to the lack of opportunities within their respective units or divisions for career advancement or leadership and the sense that promotion from within is uneven for men and women. Respondents also noted issues with equity in evaluations and classifications as well as the salary scale and the difficulty of having to reclassify to earn more money, which hinders retention. Women noted the need for more professional development opportunities for leadership and management for staff and faculty— internal opportunities and time to attend as well as support for external opportunities. Difficulty getting support for professional development opportunities for advancement included comments about the need for more flexibility in work hours to fit in needed classes and higher degree completion. Faculty spoke to issues of lack of sufficient funding for university research expectations and issues with balancing high service demands and research. Lecturers also spoke to issues regarding a lack of support for their advancement into tenure-track positions.

❖ Gender Bias

Respondents spoke to the campus culture and an uneven playing field and a sense of a lack of fairness. Challenges with male supervisors and colleagues that impedes career advancement for both faculty and staff, including those in management. Bias in promotions for males over females and the glass ceiling. A minority of respondents also cited challenges with female colleagues and lack of support or recognition. Some noted having less opportunities for advancement under male leaders than female leaders. A minority of respondents noted the same difficulty under female leaders. Respondents highlighted unintentional bias and bias based on sexism, chauvinism, and a "boys club" or "good 'ol boys" culture. Women's voices being overshadowed by men's voices, and women's ideas taken up by men and only then acknowledged. The additional service or gender taxation and emotional service from students seeking out female faculty more than male faculty for emotional support in addition to course related questions/issues and major/minor advising. Gender taxation/service imbalance from service that male colleagues will not undertake. Bias towards feminist scholarship. Bias in teaching evaluations. Negative associations with being assertive (bossy, bitchy, too strong, etc.). Bias in pay (learning that male colleagues with less experience earn more). Gender bias towards mothers. Ageism towards older and younger women. Use of gendered language (young lady, girl, etc.). Intersectional challenges for women of color and having to work twice as hard and the "unspeakable sacrifices." Intersectional challenges of being underestimated as a woman and an immigrant.

❖ Advancement and Promotion

Women spoke to their desire and efforts for advancement and promotion. Many of the barriers mentioned are discussed above under Gender Bias and below under Work-Life Balance. Some spoke to being stuck in middle management with much higher workloads than are reflected in their pay. Respondents also highlighted the need for support by supervisors and flexibility in scheduling to seek higher degrees for advancement and promotion and expressed uneven experiences for such support. They highlighted the limited promotional pathways within the university and the need to leave for advancement opportunities. And some noted lack of recognition of work duties similar

to those in higher positions and having requests for advancement not supported by supervisors. Women also identified unsupportive peers as barriers to advancement. On the one hand, individuals noted different visions for advancement than those communicated and supported by supervisors was expressed as a barrier; and on the other hand, individuals expressed barriers from being under management that did not seem to care about the success of individuals or the team. While the majority of respondents spoke to barriers, a few did mention having had positive experiences with support for advancement from their supervisors. One individual commented on feeling "lucky" to have such support. Another respondent indicated their decision to prioritize happiness over promotion because of the difficulty for women to have it all between the demands of work and home (married or not) and the lack of support for continued advancement.

❖ Self-Motivators

To overcome barriers, women described how they worked around those who impeded their advancement through lack of support or encouragement and biases and discrimination. For some, this meant finding other means of achieving success outside their unit, department, and college. For others, this meant finding and surrounding themselves with supportive colleagues, including mentors, and building relationships and alliances within and outside the university. Others spoke of hiring excellent staff. Respondents also highlighted returning to school for higher degree completion and finding scholarships or other means of financial support as a motivator and self-action to overcome barriers. Some spoke of persevering no matter the obstacles.

Women frequently mentioned self-talk and self-promotion to counteract imposter syndrome, negative stereotypes, and microaggressions. Women also talked about being prepared, often going above and beyond, "being as invaluable as possible" to prove that they deserve their position to counter negative stereotypes and discrimination, even when this means working outside their position description. Some directly challenge stereotypes by not conforming to gender and class roles. Women spoke of advocating for themselves and others to gain university support and being the voice in the room to highlight when gender or other types of discrimination happen towards others or themselves. The latter is a tool and highly recommended best practice for women and men to change bias and discrimination in the workplace. Making the pathway better for other women motivated some respondents who wanted women to do more than persevere. One strategy mentioned is helping women connect to other women. Others want to break down barriers and silos by working/partnering with students, staff, faculty, and administrators. Some women see seeking opportunities elsewhere as their best strategy. Women also highlighted the power of making decisions to forego leadership aspirations and focus on student success and mental and physical health.

❖ Work-Life Balance

Respondents described work-home life balance as a critical component when determining whether they are interested in seeking out increased leadership positions. Many non-management women responded that work-life balance is a long-faced imbalance in higher education that needs to be addressed to enhance talent and culture on-campus. Women continue to bear heavy burdens when balancing work and family. The campus culture should consider the many roles women play in a household in supporting a balanced work and home life. Respondents cited many reasons why work-home life balance needs to be considered, such as being in a single-parent household, being responsible for childcare and eldercare, and gendered expectations at home. Women cited that

finding a balance between work and home life was challenging due to time, especially with having to work traditional hours and even having work extending into nighttime hours. Women described being judged by peers and supervisors for prioritizing family or struggling to balance work-life demands.

Many women discussed the number of committees they are asked to serve on, support, or in some cases, lead. There is a gendered expectation around service, or it appears that way, as women described feeling like they are doing more service and volunteer work on campus. Many women believed increased service takes time from work and getting work done during the typical workday. A respondent described being both the achiever at work and an achiever at home, and as a minority, constantly feeling she has to work harder to earn her place at work. The respondent said this means "working two jobs, losing sleep, having to decide which is more important, books or food. And as a single parent, more responsibilities." While women want to grow in role & responsibility, an increased amount of work with no additional pay or promotion does not encourage aspirational behavior.

❖ Educational Attainment
Women are interested in seeking educational attainment, whether in professional development, learning, and development or pursuing a graduate degree. Respondents indicated that having a higher degree has been a barrier to being promoted to leadership-level positions. Women felt that degrees generally are barriers to reaching top talent, as not all leaders have a terminal degree. For example, some women felt those skills and time should be considered when supervisors or hiring managers examine fit for the position. Women noted that making significant investments of time and money to pursue a higher degree was not always an option, especially when one is the breadwinner and caretaker of not only direct family members but extended family members. A woman faculty member mentioned having had to reduce her course load to try and balance full-time work and familial care (both child and elder care and sometimes both). She, like other respondents, found it difficult to advance as a woman of color, even with a higher degree, sometimes higher than those with more advanced positions; they were dealing with inequities of being a woman in the workplace but also the injustices of being a woman of color in the workplace. While respondents are told a higher level of degree is required for advancing in leadership, having terminal degrees as a first-generation college student and woman of color does not always lead to advancement, and it is a complex process of time and money.

❖ Developmental Networks
Mentoring matters or opportunities where like-minded aspirational people come together to support, encourage, guide, share experiences and wisdom, challenge assumptions, and help foster new skill growth. Respondents felt a lack of access to female leaders on-campus, especially at senior management levels, to provide support, guidance, and trust. Even when a mentor or developmental network was developed, many questioned confidentiality and ensuring what was shared would remain confidential. Additionally, women felt that networks being created on-campus for women were not always a focus of support for the campus. They were sometimes undermined by male peers or supervisors, many in leadership positions. Unsupportive supervisors came up quite frequently when women described finding or engaging in networking behavior, as supervisors from both genders felt it took time away from work productivity. Respondents described the importance of seeking mentors in their field or other external professional

organizations to help provide mentorship or guidance from a third-party perspective, sometimes to discuss their campus experience or promotional inquiries they are considering. Some women felt they had to pay for their conferences out of pocket to attend, as there was not always support to send women to leadership institutes, discussions, and workshops. In fact, requesting such experiences was entirely subjective based on college or division.

<u>Conclusion</u>

Women feeling supported by the University, their college, division, department, supervisor, and their peers are essential for talent and culture to thrive, grow, develop, and shape the future of higher education and CSUDH. Talent is the most critical tool in our toolkit, as staff and faculty in our community shape where we have been, where we are, and where we are headed as an ever-changing community. Respondents in this study raised their voices to showcase the current state of campus culture for women, faculty, and staff to help develop and shape our future state of a more inclusive and equitable campus culture. The barriers women face in their positions are both visible and invisible and impact our ability to change as a campus, so it is critical that the key themes addressed in this report find opportunities to be more deeply reviewed with measurable outcomes attached to demonstrate visible and progressive improvements.

Women's Experiences on the Path to Full Professor, 2021

In fall 2021, Dr. Laura Talamante and Dr. Nicole Rodriguez continued their research into women's leadership and advancement aspirations through a mixed-method study based on survey data of tenured and tenure-track women at California State University, Dominguez Hills (CSUDH). They used a combination of quantitative and qualitative data disaggregated by gender, race/ethnicity, and rank to explore women's experiences on the path to full professor. Faculty support a diverse student body where women, Latina/o/x, first-generation students, and Pell Grant recipients are the majority populations.

Through an intersectional lens, the study explores how service (recognized/unrecognized) to the institution impacts tenure-track and tenured female faculty on the path to full professor and women's motivations for service. The following research questions guided the study:

- What are the experiences of women on the path to full professor at an HSI/MSI university?
- How do assistant and associate professors navigate the institutional terrain seeking promotion to full professorship?
- How do university structures, practices, policies, and norms affect women's progression from associate professor to full professor by presuming and reproducing gendered and racialized inequity?

Influenced by the work of Linda Searby, Julia Ballenger, and Jenny Tripses, the researchers also use a feminist perspective, "which validates females' personal experience," and calls attention to the biased perceptions, assumptions, and beliefs female faculty face in the promotion process.[12] They offer recommendations for institutional interventions based on women's experiences and best practices for gender equity to address barriers on the path to full professor. Unique barriers

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[12] Linda Searby, Julia Ballenger, and Jenny Tripses, "Climbing the Ladder, Holding the Ladder: The Mentoring Experiences of Higher Education Female Leaders" *Advancing Women in Leadership* 35 (2015): 98.

impede motivation, achievement, and advancement in rank, with significant roadblocks centered on gender and cultural taxation and a gender-oriented problem around service. This latter roadblock results from the overuse of requests on female faculty and their high self-expectations and sense of professional responsibility resulting in sustained mental and physical malaise, motivational fatigue, and recurring misuse of boundaries.

The study identifies the major barriers preventing the proportionate representation of women at full professor with a focus on the combined impact of service imbalance and inequity exacerbated by gender and cultural taxation. The combination of barriers contribute to an environment where women suffer from *operational exhaustion*, which we define as the acute feeling of motivational decline due to the overload of university and external factors and the toll on women from the time, energy, and the demands of multiple roles. Beyond gendered and racialized/ethnic factors, operational exhaustion for female tenure-track and tenured faculty is intensified by high teaching and service needs, a less than 50% tenured/tenure-track faculty population, and varying degrees of research and creative activity support. Cultural, societal, and structural conditions in the academic tenure and promotion environment have made the advancement of females in rank, discipline, and race/ethnicity at CSUDH not only a problem impacting individual aspirational achievement but a university challenge contributing to an already significant tenure-density problem as a whole.

Figure 1: NCES Academic Rank by Race/Ethnicity & Sex[13]

For each academic rank, percentage distribution of full-time faculty in degree-granting postsecondary institutions, by race/ethnicity and sex: Fall 2020
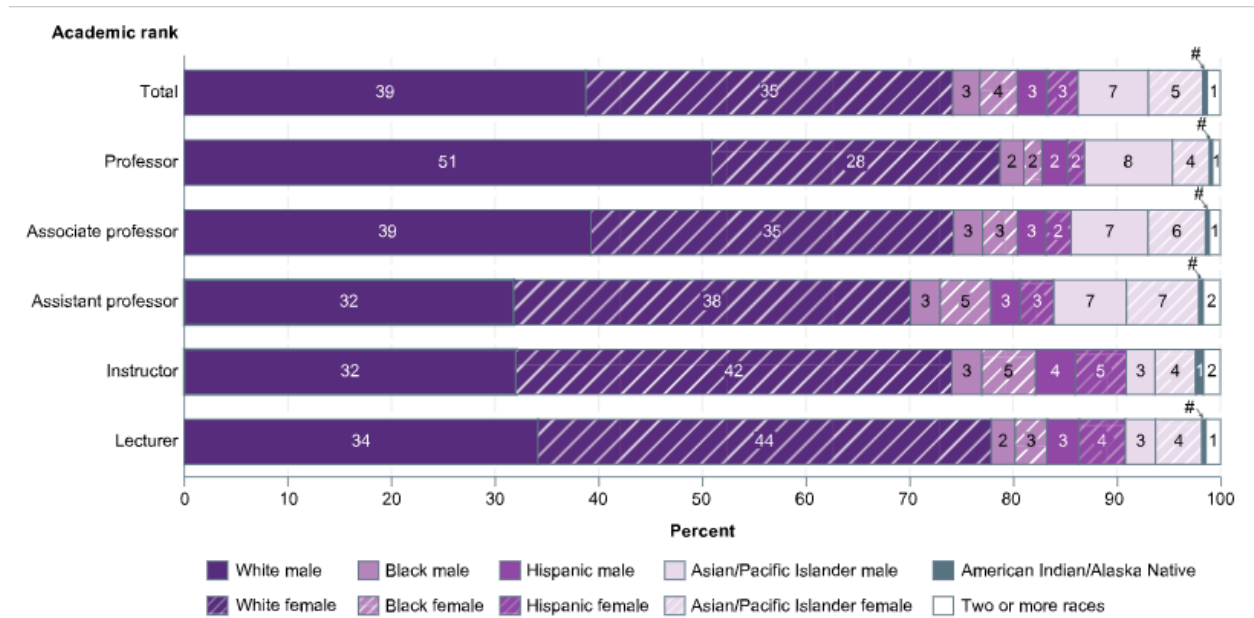
Rounds to zero.
NOTE: Data represent the 50 states and the District of Columbia. Only instructional faculty were classified by academic rank. Sex breakouts are excluded for faculty who were American Indian/Alaska Native and of Two or more races because the percentages were 1 percent or less. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories

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[13] Adapted from the "Characteristics of Postsecondary Faculty," *Condition of Education Report*, National Center for Educational Statistics, 2020. Accessed August 11, 2022 http://nces.ed.gov/programs/coe/indicator/csc#3.

exclude persons of Hispanic ethnicity. Percentages are based on full-time faculty whose race/ethnicity was known. Detail may not sum to 100 percent due to rounding. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2021, Human Resources component, Fall Staff section. See *Digest of Education Statistics 2021*, table 315.20.

The research aligns with studies in the field that show barriers persist in the tenure and promotion process, especially for women seeking promotion from associate to full professor status. Women continue to lag behind men across the United States in achieving full professor status in higher education according to the National Center for National Center for Educational Statistics (NCES), Fall 2020 report on the "Characteristics of Postsecondary Faculty." Figure 1 details representation by race/ethnicity and sex across the United States.

While recent data from 2020 may initially make it appear like relative faculty gender parity has been achieved for representation of women and men in higher education, breaking down the data by rank, gender, and race/ethnicity reveals there is still hard work ahead. Overall, faculty of color continue to be underrepresented in all ranks with faculty identifying as Asian/Pacific Islander more represented than other groups (men 7% and women 5%), Black women faculty (4%) slightly higher than Black men (3%), Latina and Latino faculty equally represented (3%) and those identifying as American Indian/Alaska Native or Two or more races at 1% or less and as a result not disaggregated by gender identification. Faculty of color are similarly underrepresented in all ranks as in the total of all professors. White men and women continue to dominate at all levels of the professoriate holding nearly ¾ of full-time faculty positions. In total, representation between white men (39%) and white women (35%) is roughly equal.

The data shows the continuing progress for white women entering faculty positions in higher education. White women represent the largest groups in lecturer (44%), instructor (42%), and assistant professor positions (38%). And for associate professor positions relative parity has been reached between white men (39%) and white women (35%). Faculty of color remain in the minority of associate professor positions. Moreover, white men continue to be overrepresented at the full professor level (51%), while white women held 28% of these positions nationwide. Faculty of color constituted a an even smaller minority of full professorships, with Asian/Pacific Islander males at 8% and Asian/Pacific Islander females at 4% of these positions. Black men, Black women, Latinas and Latinos each accounted for 2 percent of full professors. The following groups each made up 1 percent or less of [full] professors: American Indian/Alaska Native individuals and individuals Two or more races.

Research demonstrates that one of the weighty barriers impeding the lives of women in tenure-track professors is the imbalance of service expectations and teaching load compared to the value of research requirements in the promotion process.[14] For racialized and female faculty, the burden of service and teaching is compounded by cultural and identity taxation. "Amado Padilla coined the term cultural taxation in 1994. Cultural taxation happens a great deal in educational settings where the faculty of color often do a lot of extra work that isn't rewarded. It's often a common expectation that faculty of color do all the race-related work" such as serving on anti-racism or

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[14] R. Wijesingha and H. Ramos,"Human Capital or Cultural Taxation: What Accounts for Differences in Tenure and Promotion of Racialized and Female Faculty?" *Canadian Journal of Higher Education* 47, 3 (2017): 54–75.

diversity, equity, and inclusion committees.[15] In addition, faculty of color face increased advising and mentoring loads "because students seek them out as a small pool of faculty that may represent their own racialized experience."[16]

In 2012, Laura E. Hirshfield and Tiffany D. Joseph developed the concept of identity taxation to highlight the additional workload "female faculty of any race experience a similar taxation due to their gender" in teaching, advising, mentoring, and service activities, which we refer to in our study as gender taxation because of our emphasis on women's gendered experiences.[17] Donna Nicol notes how "[w]omen faculty often take on the role of mother figure—mothering students through a crisis. For women faculty of color, they are doubly taxed to do this extra diversity work and be mother figures to students with little to no recognition of the time, energy, and stress" added to female faculty workload.[18] At the same time, women continue to experience discrimination and bias alongside microaggressions that make navigating the academy a continuing challenge. Sue et al., define racial microaggressions as the "brief and commonplace daily, verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group."[19] However, microaggressions may also target one's sex, sexual orientation, age, disability, or other markers of lesser privilege, such as academic rank. Nicol unpacks this cultural identity trap and the gendered racism that women of color face in academia through the lens of Black female faculty and the problems of underrepresentation and tokenism. She writes:

> "Black women enter the academy as tokenized hires by white leadership (Black women initially feel welcomed, needed, and happy). Then the reality of racism rears its head in the form of racial microaggressions and repeated injury when Black women try to work within the established university structure to effect change. Next comes the denial of racism where a Black woman faculty member is ignored or tasked with the problem by herself often with little support from other men and women of color. Finally, Black women experience retaliation by being labeled as 'problems' who 'don't fit,' or the issue is treated as a 'miscommunication' instead of a substantive race and/or gender problem within the university. It is usually after retaliation that Black women exit the university and either try again at a different institution or leave the profession altogether."[20]

All of these factors contribute to the lack of retention of women of color and adds to the problem of their underrepresentation at all ranks, especially at the rank of full professor.

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[15] Donna J. Nicol, "Chairing as Self-Care: Strategies for Combating the Cultural Identity Taxation Trap for Black Women Chairs." *Palimpsest: A Journal on Women, Gender, and the Black International* 10, no. 2 (2021): 180.
[16] Wijesingha and Ramos, 57.
[17] Laura E. Hirshfield and Tiffany D. Joseph, "'We Need a Woman, We Need a Black Woman': Gender, Race, and Identity Taxation in the Academy," *Gender and Education* 24, no. 2 (2012): 213–27; Wijesingha and Ramos, 57.
[18] Nicol, 180-181.
[19] As quoted by Raphael Heaggans and Henry T. Frierson. *Diversity and Triumphs of Navigating the Terrain of Academe : International Perspectives*. First edition. (Bingley, UK: Emerald Publishing Limited, 2019), 4. See D. W. Sue, C. M. Capodilupo, G. C. Torino, J. M. Bucceri, A. M. B. Holder, K. L. Nadal, and M. Esquilin, "Racial microaggressions in everyday life: Implications for clinical practice," *American Psychologist* 62, no. 4 (2007): 271–286.
[20] Nicol, 180.

Intersectionality, first conceptualized by Kimberly Crenshaw, has become a useful analytical approach in academic studies of gender by incorporating racial and ethnic identity, class, age, disabilities, etc., allowing for the consideration of multiple inequalities and their intersections in political, social, and cultural power relations.[21] Crenshaw's work influences our approach for thinking about intersectional bias and discrimination that female faculty encounter and our acknowledgment that intersectional bias and discrimination may not be intentionally produced, but when combined with other vulnerabilities, it adds to the challenges and the disempowerment reported by female faculty in our study.[22] Our intersectional analysis considers gender, race/ethnicity, cultural constructions and expectations, and campus culture. Next, we add rank and positional power relations between faculty, chairs, and deans (or other administrators). Finally, we consider how these power dynamics are tied to organizational structure and support within a program, a college, and a university. Women's multiple roles, including family and caretaking responsibilities, add another dimension to our intersectional analysis.

Research Design

The researchers used descriptive and multivariate statistics. They administered a 32-item confidential online survey in the English language. Of the 32-item survey, 24 items are from the published Career Aspiration Scale-Revised (CAS-R).[23] The CAS-R comprises 24 items rated on a 5-point Likert-type scale ranging from 0 (not at all true of me) to 4 (very true of me). The researchers slightly changed the wording of some questions within the 24-item instrument to reflect language relatable to faculty experiences.

Three aspirational constructs were measured in the instrument, and several items were coded under each one. Leadership aspiration (LA) was defined as the degree of aspiration to become a leader at CSUDH. Educational aspiration (EA) was defined as the degree of aspiration to continue education (formal or through professional development). Finally, achievement aspiration was defined as the desire to aspire to be the best or feel recognized for contributions.

The qualitative component of this study included the results from two open-ended questions in the online survey. The first open-ended question had two sub-questions within it. Question 25 asked participants if they have experienced any barriers while pursuing tenure and promotion or full professor status? The first sub-question then asked participants to please describe what they have done (or need to do) to overcome those barriers? The next sub-question asked participants what the college/university needs to do to remove such obstacles for women. Question 26 asked participants if they have experienced cultural/gender taxation as a faculty member? If so, please describe. Questions 27 through 31 asked for demographic information related to gender identification, race/ethnicity, faculty rank, and leadership roles. Finally, question 32 asked about caretaker status and number of dependent children.

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[21] Sylvia Walby, Jo Armstrong, and Sophia Strid, "Intersectionality: Multiples Inequalities in Social Theory," *Sociology* 46, no. 2 (2012): 226-227.

[22] Kimberly Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," *Standford Law Review* 43, no. 6 (1991): 1241-1299.

[23] Gregor, M. A., & O'Brien, K. M., "Understanding career aspirations among young women: Improving instrumentation," *Journal of Career Assessment* 24, No. 3, (2016): 559–572.

Additionally, semi-structured interviews were conducted with eight participants ranging from Assistant to Full Professor across the colleges who previously completed the survey. The semi-structured interviews inquired about barriers and support experienced on the path to full professor. The questions elicited further detail regarding navigating the institutional terrain seeking promotion to assistant, associate, and full professorship. We followed up on experiences with gender and/or cultural taxation, overall service load, support systems, and motivations. Questions also addressed tenure-track and tenured women's definitions of and interest in academic leadership achievement, the actions the college/university needs to take to address intersectional barriers, and the ways university structures, practices, policies, and norms affect women's moving up the ranks from associate to full professor.

Table 1 breaks down the cross section of women faculty who completed the survey (n=65) ranging from assistant, associate, and full professors across colleges. We received a 37% response rate overall. Across the ranks, 45% of respondents were assistant professors, 34% were associate professors, and 22% were full professors. Additionally, 37% held chair or coordinator positions. Finally, 66% identified as caretakers.

Table 1: Survey Respondents Rank, Role, & Caretaking Status Percentages		
Rank		
	Assistant	45%
	Associate	34%
	Full	22%
Role		
	No additional	63%
	Chair or Coordinator	37%
Caretaking & number of dependents		
	0	34%
	1	37%
	2	20%
	3	8%
	4	2%

Figure 1 details the self-identified race and ethnicity percentages of our participants. The largest group of women identified as White (48%). Women of color in the aggregate (42%) allow for a strong sense of their experiences across ranks and colleges. Of women of color, Latinas predominated (17%) with Asian women the second largest group (11%), and Black women the third largest group (6%). Women could also select more than one racial/ethnic identity with 3% identifying as Asian & White and 1.6% as American Indian and White, Black and Latina, and Latina and White respectively. Finally, 11% of respondents declined to state a racial or ethnic identity.

Table 2: Racial and Ethnic Identification as Reported by Survey Respondents	
Asian	11%
Black	6%
Latina	17%
White	48%
Decline to state	11%
American Indian & White	1.6%
Asian & White	3%
Black & Latina	1.6%
Latina & White	1.6%

Table 2 reveals that women faculty across ranks have the highest aspirational scores for Achievement (AA) and Educational Aspiration (EA) and low leadership aspiration scores. In terms of women advancing into middle and senior administrative leadership positions, the university should try to better understand barriers and find better means of inspiring and supporting leadership pathways for women faculty at the university.

Table 2: Leadership, Achievement, & Educational Aspiration by Rank & Race/Ethnicity				
		LA	EA	AA
Asian		17	24.42857	22.71429
	Assistant	17.5	25.5	23.75
	Associate	16.5	22	19
	Full	16	25	26
Black		16.25	27.75	24
	Assistant	14.5	26.5	22.5
	Associate	20	30	24
	Full	16	28	27
Latina		14.72727	25.54545	21.81818
	Assistant	15.8	25.8	20.6
	Associate	14.6	26.4	22.8
	Full	10	20	23
White		14.96774	22.6129	21.77419
	Assistant	14.90909	22.27273	20.45455
	Associate	13.1	21.9	21.6
	Full	16.9	23.7	23.4
Decline to state		16.66667	24.83333	24
	Assistant	15	23.75	23.25
	Associate	16	28	23
	Full	24	26	28

American Indian & White		24	32	24
	Assoc	24	32	24
Asian & White		17	23.5	19
	Assistant	17	29	22
	Associate	17	18	16
Black & Latina		19	23	26
	Assistant	19	23	26
Latina & White		17	28	22
	Assistant	17	28	22

Both quantitative and qualitative data highlighted participants' experiences balancing heavy service and teaching loads with research/creative activity as critical barriers impacting their leadership aspirational interest. Qualitative survey and interview responses also reveal significant barriers when pursuing advancement from associate to full professor, and often from assistant to associate professor, which impacts the time for promotion from associate to full professor. Themes emerging from the study that contribute to operational exhaustion from described participants' experiences in the tenure and promotion process from assistant to full professor are: (a) intersectional barriers and the need for a more diverse, equitable, and inclusive workplace, (b) service imbalance and the need for leadership interventions, (c) the critical importance of identifying self-motivators that both sustain and push women beyond reasonable norms, and (d) insufficient organizational support for promotion requirements for scholarly and creative activity.

❖ Operational Exhaustion

Operational exhaustion is the acute feeling of experiencing motivational decline due to the overload of university and external factors centered on time, energy, and the demands of multiple roles. Participants mention operational exhaustion factors on average 2.5 times per respondent as a barrier on the promotion pathway. Factors women reported that lead to operational exhaustion are service imbalance, service inequity, the "no one else will do it" syndrome, becoming a chair/director/coordinator as assistant professor or new associate professor, service exploitation due to insufficient reassigned time in faculty leadership positions, and having their research derailed by service. Overall, participants reported organizational exhaustion from their exceptionally high service loads and multiple roles, which leads to motivational decline after achieving tenure due to excessive university and external demands on their time and energy.

Some respondents report that the weight of operational exhaustion alongside insufficient support for research or creative activity slows their path to full professor, with some questioning whether or not it is worth the effort to work towards further promotion. Many participants described operational exhaustion around service as crippling to their promotional advancement, the most time-consuming workload, and predictive towards anticipating burn-out. Participants shared the importance of administration and fellow faculty members being more aware of operational exhaustion and, even more so, doing something about it to support over-tasked women around service. One participant described excessive service burdens as draining in a variety of ways:

Excessive service burdens preclude my ability to work on scholarship or improve teaching experiences. Pandemic-related re-distribution of work in caregiving for children and older parents has drained all "free" time which then places an emotional drain on the capacity to work, engage in research, and significantly reduces work satisfaction. Research has suffered; there is no mentorship, limited guidance, and an often false sense of security for having a research agenda.

Another participant underscores the importance of increased awareness of operational exhaustion and leadership service as a significant contributing factor to burnout:

An overload of work (Administrative Position that seems to be full time, 4 classes, the lead of another program in the department, and assisting others with their projects in my department all as junior faculty). These barriers have led to immediate burnout within the first couple of months of teaching at this institution in this specific department to the point where this is my last semester. I will not remain in a system that exploits my skills, talents, and abilities.

Institutional interventions to address operational exhaustion are necessary to avoid more attrition from an already thinly lined tenure density, especially in terms of diversity, equity, and inclusion.

❖ Positional Power

Positional power exists heavily in the faculty ranks, where junior faculty feel pressured, or as some respondents indicated, even bullied into taking on too much service by more senior colleagues, which creates another barrier for women trying to limit their service to manageable levels. While positional power was 13.9% of responses, those who addressed the issue show how positional power adds another level of stress and pressure to take on more service than promotion standards demand. One respondent emphasized:

The amount of service placed on assistant professors is outrageous and gets in achieving the scholarship requirements. Several semesters I had panic attacks because I was not writing in accordance to the [tenure/promotion] demands … due to service commitments. Saying "no" is often not possible and senior faculty guilt trip you into doing more than is possible in a 40 hour work week. To be honest, this has turned me off to leadership positions, and I no longer have the desire to become a leader in the university. The burnout is real; it is life-consuming and soul-sucking.

We recognize how low-tenure density feeds this dynamic since associate and full professors feel similarly about the amount of service that the university demands to function effectively. Yet we also recognize the impact on advancement aspirations to full professor once tenure and associate professor status are achieved.

Faculty find new levels of service expectations upon reaching this coveted status. And they may be faced with the extra stress of being asked by those with positional power to chair, direct, or coordinate programs without sufficient reassigned time that nobody else is willing or able to take on. Respondents note that service in faculty leadership does not lead to the type of recognition that allows for progression to full professor:

> Excessive service work that is not rewarded or recognized has been a huge obstacle. Also, I was more or less mandated to become Chair by senior faculty in my department the very moment I got tenure and promotion to Associate Prof. That three-year period completely derailed my scholarly work for a lengthy period. Even when I was done being Chair after only one term, I was often the only person willing to step into leadership roles that should have been filled by faculty in my department. So I have held various high-level leadership roles related to accreditation and responding to [system mandates], for instance. Still, none of these things have supported my scholarship, research, or ability to get promoted to Full Professor. I have been at the Associate level for 13 years.

Establishment as a faculty leader may lead to more service when peers do not step up to meet department, college, or university service needs. Pressures to lead may even come before achieving tenure and promotion to full professor without the intervention of deans to work with more senior faculty to fill these crucial positions. One professor speaks to the long-term damage to their career progression as a result of being pressured to chair a department as an assistant professor:

> Taking on the leadership role at an early stage in my career has limited my ability to build my research agenda. In the beginning, I was able to draw upon existing collaborations and research data that I had … to publish enough to achieve tenure. However, it was difficult to maintain my research after promotion because my leadership duties/responsibilities grew exponentially as our department grew, and I was not provided with sufficient assigned time for the size of our department. In order to maintain my health and sanity, I had to limit my work in some areas. I chose to limit my work in the area of research, because I felt an obligation to my students and faculty to fulfill my responsibilities as an instructor and chair. At the time, there was no one else who was willing or able to be the chair. Therefore, I felt that our department's survival rested largely on my shoulders…I view the lack of time to devote to research and the extended leadership service I provided to the department to be the primary obstacles to receiving promotion to full professor.

These are often thankless positions overall and limited in professional development and support for the career progression of those willing or pressured to step up and lead.

Positional power issues are compounded by women's reported experiences with intersectional bias and discrimination that intersect with other gendered vulnerabilities. Cultural taxation becomes dual pressures for junior female faculty of color who are frequently expected by those with positional power to take on diversity, equity, and inclusion committee service and leadership. For some respondents, cross-cultural communication barriers and positional power dynamics add another layer of difficulty for limiting service obligations. In some cultures, saying "no" directly is considered impolite and negative responses to requests are communicated indirectly as a cultural norm. Faculty report that attempts to say "no" to service indirectly, at times, are understood as saying "yes."

❖ Intersectional Barriers

Studies document the continuing gender inequity, bias, discrimination, sexism and the continuing glass ceiling that female faculty face in higher education in the United States and beyond.[24] Women identified the following barriers related to gender in 63% of qualitative responses: gender inequity and bias (26%), discrimination, including sexism and microaggressions (25%), and the glass ceiling (12%). In 75% of responses women marked yes to experiencing gender and/or cultural taxation.

Figure 1: Key Intersectional Barriers for Tenured & Tenure Track Women Faculty

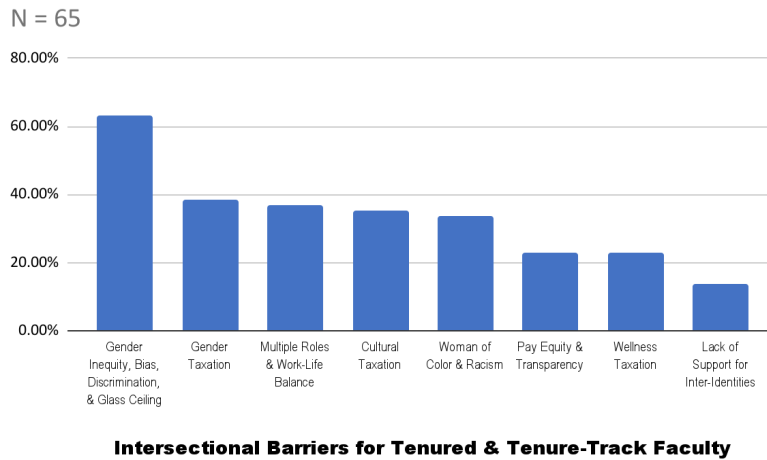**Intersectional Barriers for Tenured & Tenure-Track Faculty**

Figure 1 shows the qualitative responses for intersectional barriers. Women indicated gender taxation (38%) only slightly more than cultural taxation (35%). Women highlighted both being a woman of color and/or experiencing racism (34%) as significant barriers. In 37% of responses women emphasized the barriers faced trying to juggle their multiple roles on and off campus and maintain a work-life balance. They explained gender and cultural expectations continue to burden them with more responsibility for child and elder care, including caring for those with disabilities. Mounting childcare costs alongside the lack of campus childcare options and support in general and especially during COVID add to the intersectional barriers and stressors. They related indirect penalties in the tenure and promotion process when pregnant, caring for newborns, and during the breastfeeding stage of infant care. They noted issues with transparency and the parental leave policy where options are not laid out clearly in addition to emphasizing the insufficient leave time. Balancing multiple roles between work and home, including high family and caretaking responsibilities, attributed to the wellness tax participants experienced (23% of responses). Women spoke to issues around pay equity and lack of transparency (23% of responses) and a lack of support for inter-identities (14% of responses). Many reported how COVID-19 conditions have then exacerbated many of these barriers (29% of responses).

❖ Gender Taxation and Gendered Service Inequity

Hirshfield and Joseph define the gendered labor female faculty face (and other historically marginalized groups) with the additional mental and emotional labor as "beyond that which is

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[24] Kirsti Cole and Holly Hassel, *Surviving Sexism in Academia : Strategies for Feminist Leadership*, (New York, NY: Routledge, Taylor & Francis Group, 2017); Pat O'Connor, *Management and Gender in Higher Education* (Manchester: Manchester University Press, 2014).

expected of other faculty members in the same setting."[25] Female faculty reported gender taxation due to continuing cultural gender expectations that women are more nurturing and emotionally available to meet student needs. Beyond standard advising and mentoring, women may be expected to become a student's confidant, psychological counselor, and even maternal figure for students who must juggle multiple roles and demands on their time for economic and familial responsibilities. One participant described the stereotypical gender role as a principal component of why service workloads fall more heavily on women:

> As a woman who naturally plays the stereotypical role of my gender (nurturing, empathetic, encouraging, etc.), a very large number of majors in my department seek me out for advising, assistance, and encouragement - even when they are not my assigned advisees or are seeking help in classes that I am not teaching. Many of our students do need emotional support from faculty . . . I do see some of these meetings as important for student success and retention. Also, as a strong team player, I have a hard time saying no and have taken on a larger share of service in my department than most of my older, male colleagues.

At times, male faculty directly contribute to this extra labor by sending advisees to their female colleagues when students are "emotional" or "need to talk" based on the belief that female faculty are "better able to handle those situations well." Such labor requests are invisible in terms of service recognition and are centered on gender inequity at the foundational core. It is imperative that attention is called to the unequal standards created by gender taxation and gendered service inequity in the promotion process, especially related to scholarly and creative productivity.

Gendered service inequity, or as one respondent termed it, "gender exploitation" is caused by more than just gender taxation. Many participants spoke to the frustration they experienced due to gendered service inequity and the lack of leadership interventions. The overall burden of uncompensated work is evident in academia primarily related to service needs beyond what is required in promotion standards. Current research shows more qualitative evidence of gendered service inequity than quantitative evidence. But "while there is not a consensus about whether women faculty have more committee/service responsibilities than their male counterparts, there is some evidence that they are disproportionately asked to sit on diversity-related committees, which involves more 'invisible' work than other committee memberships"[26]

Labor that is invisible to the university is difficult to quantify, which makes the feminist perspective of giving credence to women's voices and their experiences essential if universities truly want to address gender inequities. One participant described the gendered service inequity in continuous requests made of women, while a blind eye is often turned for male counterparts:

> [S]ometimes I feel as a woman, I am being pressed . . . more to take on service, to be part of committees, to say yes to chair/dean requests, and that my defense for private time/research time are less accepted or ignored, than when male faculty express these elements. That when extra service is needed, females are expected to take up the work, and male faculty can disconnect from the nitty gritty of sending emails, creating zoom links, [and] checking in if everything is going well. In teaching, I feel I'm expected to be more accommodating and

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[25] Hirshfield and Joseph, 214.
[26] Hirshfield and Joseph, 215.

helpful, in order to conform to what students imagine female teachers should be, and if I am not or feel exhausted to be, I know I cannot be because my [student evaluations] will suffer.

Her voice helps reflect how gendered service inequity came up in qualitative responses. One woman highlighted how gendered service inequity overlaps with multiple forms of discrimination:

My department does not value the work and contributions of women as much as those of men; expectations for women faculty are far greater and the consequences of not fulfilling expectations are harsher for women, whereas men face no negative outcome for not pulling their weight except that many of the women they work with are angry and resentful. Women in my department, and especially women of color, are silenced, ignored, and vilified by tenured men, all of whom are white. I am white and though I have been dismissed, ignored, and overworked because I am a woman, I see how I am still given more of the benefit of the doubt than women of color of my same rank (or in more contingent positions, which is unfortunately very common). There are white women faculty in my department who have and still do seek to protect or defend the white men who are not doing equal work. We pay lip service to equity fairly often but nothing ever really changes.

Her observations include examples of gender or implicit bias, sexism, gendered racism where racism and sexism are combined that all add to gendered service inequity. Women face a double-bind if they speak up since women "can be discriminated against for failing to counteract gender stereotypes . . . and discriminated against for counteracting gender stereotypes."[27] Some respondents also spoke to the backlash they face against their feminist scholarship and for bringing a feminist perspective in attempts to address gender inequities. Jennifer L. Martin and Jane A. Beese highlight the backlash "for feminist academics who implicitly or explicitly communicate a feminist orientation, by, for example, critiquing and/or dismantling workplace inequities."[28]

❖ Cultural Taxation

Participants singled out cultural taxation in 35% of their responses. Students seek out faculty of color who they believe will understand their experiences as students of color and the barriers they've overcome, and the obstacles they continue to face, including being first-generation college students, PELL eligible, and from under-served communities. While these students are the majority population at the university, faculty of color are not represented in proportion to the majority of the student population. The systemic and structural nature of gender and cultural taxation is becoming more and more a focus of current research. And participants, some of whom are adding to recent research on racial and gendered systemic issues, are calling out the roots of such inequities:

As a woman of color (and 1st gen student) -in a society set on racial capitalism and gendered expectations about labor- the barriers I have experienced in the academy are not

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[27] Martin and Beese, "Disappearing Feminists: Removing Critical Voices from Academe," *Forum on Public Policy Online*, 2018, no. 1 (2018): 5. Accessed on March 15, 2022 https://files.eric.ed.gov/fulltext/EJ1191709.pdf.
[28] Martin and Beese, 6.

an individual issue but a systemic and structural one. The workload and RTP expectations do not account for the time, emotional labor, and secondary trauma that comes from providing a quality educational experience for our students. It's not simply cultural/gendered taxation - it is racialized and gendered work exploitation!

In terms of exploitation, respondents emphasized the lack of recognition or value given to the work in the promotion process, the ways in which it derails time from scholarly or creative productivity, and the lack of compensation for their invisible and visible labor.

❖ Multiple Roles and Work-Home Life Balance

Other barriers that intersect as emphasized by respondents are the multiple roles women must balance at work alongside the gender and cultural taxation and their roles related to family and caretaking responsibilities. Women of color highlighted the intersections of race, unrecognized gender and cultural taxation, and motherhood. "It is difficult to maintain a commitment to service, teaching, and scholarship as a mother of two young children, a woman of color who carries out a lot of invisible and emotional labor, and whose service is not always fully recognized as part of the tenure requirements." Thus, female faculty of color find themselves doubly taxed or even triply taxed by their invisible labor, as one woman of color detailed in her response:

> [S]tudents come to me for all their needs including emotional comfort, letters of rec, advising, grievances, etc. Despite providing them other resources, many return to me for support or guidance. I am humbled they trust me but it is hard work. It is necessary, for they are struggling. However, I cannot function in all of these roles for all students and manage my professional progress while juggling a family…The institution does not show any value for the quiet (and not so quiet) work we do to motivate students, to keep them going day after day, support them with their needs and have insight that that work takes a toll on us female faculty of color. There are only so many hours in the day. We are expected to support students, colleagues, and the university but then we are left with zero time and energy for our own activities. I would love to participate in [university professional development activities] or write more, but I just don't have the time and energy. The gender and cultural taxation is real and overwhelming.

Juggling multiple roles appears to impact women more than men although more men contribute to childcare and domestic duties than previous generations. For example, in two-income households, women still perform the majority of the housekeeping responsibilities.[29] Similarly, over half of the married parents say mothers take on managing children's schedules (59%) and are more likely to care for sick children (55%). The gender inequity women face at home is not confined to hours spent on household duties or hours spent providing childcare. Men spend more hours each day with leisure time watching television, reading, or relaxing, especially in households with minor children.[30]

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[29] United States Department of Labor, "Married parents's use of time," (2018): 2003-2006. Retrieved from https://hbr.org/1989/09/general-managers-in-the-middle.
[30] United States Department of Labor, "Married parents's use of time," (2018): 2003-2006. Retrieved from https://hbr.org/1989/09/general-managers-in-the-middle.

All of these elements have a continuing impact on female faculty after they reach associate professor status. In a 2021 *Chronicle of Higher Education* article, Kimberly A. Hamlin notes that nationwide, "women are 45% of associate professors," but research productivity declines for female professors after tenure.[31] She highlights the time pressures women face in their 40s as family demands for growing children and aging parents "collide." Hamlin notes the intersectional challenges women face in terms of service demands at work: "In the great irony of diversity work, women and people of color tend to be the ones called to serve on the time-consuming committees to fix the structural problems that we encounter." Participants related how they encounter such expectations at CSUDH. For some, this looks quite extreme, such as being on over a dozen committees and being told to take up gender inequity as part of their workload when bringing up problems with sexism and racism.

❖ Problems Communicating Gendered and Racial Issues

Research underscores the difficulty female faculty and faculty of color encounter nationwide when they attempt to point out and engage university colleagues and leadership in addressing gendered and racial problems within the campus culture and the structural and systemic contributors. For example, Sue notes "that when targets of microaggressions attempt to point out the offensive nature of remarks and actions from perpetrators, they are told that their perceptions are inaccurate, that they are oversensitive, or that they are paranoid. The experiential realities of those in power are imposed."[32] Women in the study related the problems with taking on such work are institutional. Participants emphasize their own advocacy and efforts to engage colleagues and leadership in addressing gendered and racial problems but face the prospect of being seen as difficult in their department rather than receiving the support requested. Women also reported no support at the college level for reassigned time for such work and many detailed that reporting gender inequity in service and/or sexist and racist behavior is not addressed by leadership. Coping mechanisms vary when the administration is unresponsive to reports of gendered racism, gender and cultural taxation, microaggressions, and implicit bias. Leaving the institution was the plan expressed by some respondents either as a future or immediate plan. One woman wrote: "Supervisors have acknowledged the racism and sexism but have literally refused to do anything substantive about either. What would compel me to stay?"[33] Women expressing feelings that nothing will change comes from the inaction experienced when trying to solicit the very change that is needed for gender equity acculturation and practice.

❖ Wellness Tax

Women describe the mental and physical tolls or *wellness tax* that also detracts from advancement in the ranks, as indicated in 23% of the responses. Some respondents speak of seeking therapy to address challenges to their mental well-being. Others have taken this further by carving out scholarship that aligns academic success with physical and psychological well-being. For those who persevere, they emphasize the impact of service imbalance and their overall experience of operational exhaustion.

[31] Kimberly A. Hamlin, *Chronicle of Higher Education*, Vol. 67, No. 16 (March 2021): 39.
[32] As quoted by Heaggans, and Frierson, 125. See D. Sue, *Microaggressions and marginality: Manifestation, dynamics, and impact*, (Hoboken, NJ: John Wiley & Sons Inc. 2010), 13.
[33] Anonymous Survey Participant #7, CSUDH Women's Experiences on the Path to Full Professor Survey, 2021.

❖ Service Imbalance

Figure 2 highlights the prevalence of the service imbalance participants experience. Many women report gendered service inequity (35% of responses) that disproportionately affects their pursuit of tenure compared to their male counterparts, which aligns with women's reported experiences in qualitative research. The negative impact of the service imbalance is evident in how participants described their lived service experiences as assistant, associate, and full professors and the intersection of power dynamics and the use of positional power by senior faculty members and leadership that increased the pressure to serve beyond promotions standards. Participants emphasized the need for service-tracking and leadership interventions (42% of responses).

Figure 2: Survey Respondents Service Imbalance Experiences

N = 65

Service Experiences of Tenured and Tenure-Track Female Faculty
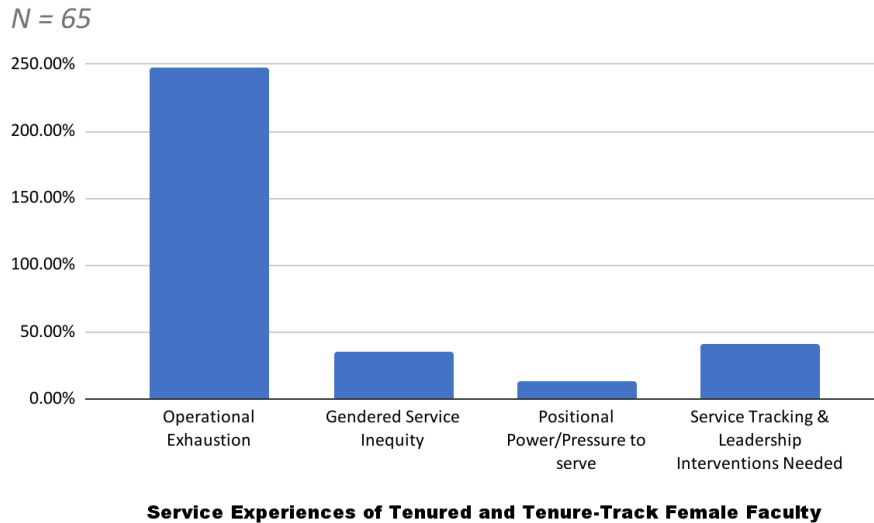
❖ Self-Motivators

Despite exhaustion from high demands for service and the associated gender and cultural taxation, participants indicate an exceptional dedication to serving students. They are dedicated to the university's mission and the diversity of the student population, which provide the intrinsic and extrinsic motivation to continue to serve but also may impact their motivation to move from associate to full professor. Figure 3 shows the top two internal motivations for service as a marked sense of responsibility for the university's functioning (31% of responses) and the needs of students (28% of responses). They hold themselves personally to high-performance standards despite their experiences of operational exhaustion and may care to the detriment of their health and well-being.

Figure 3: Survey Respondents' Motivations for Service & Teaching

N = 65

Tenured & Tenure-Track Female Motivations for Service & Teaching
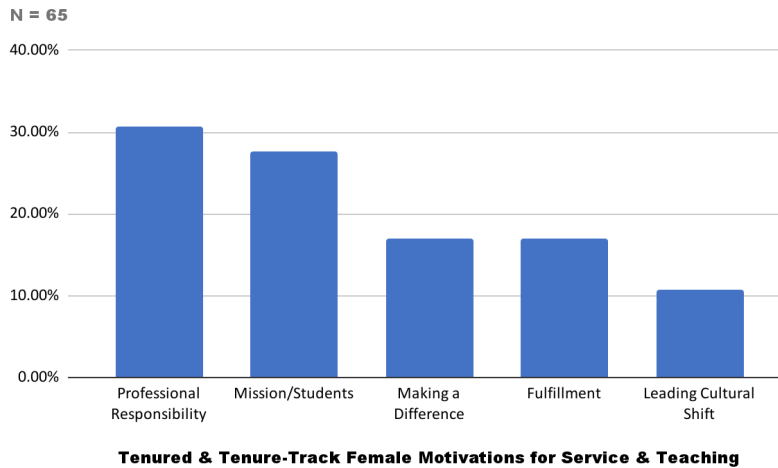
When asked about service levels and criteria for selecting service, female faculty report taking on service and faculty leadership positions in their departments or at the university level because they repeatedly said – "nobody else will do it." Respondents also indicate that they both limit and expand their service based on the service characteristics of their colleagues and their own standards for achievement. One respondent related clear and reasonable definitions for effective service achievements:

> For service I think achievement is becoming somebody who is seen as reliable and trustworthy, [and] hard working, because I feel like those are the kind of core things that people need to … serve the university effectively. But it just seems like if you don't have one of those three, if you only got one or like that, that makes it harder for other people to work with you. And I really do feel like that's something that we struggle with a lot is … you've got like a certain segment of folks who've got that trifecta, and they're just really good at getting things done and very efficient, effective and all that but then, you know, that might be like your top third or whatever the percentage is … but it's just barely enough for the university to keep afloat, which is barely enough.

Some women indicate when they see others underperforming in service, they are further motivated to take on more service. Another professor addressed stepping up for additional service and the gendered service inequity dilemma; whereby, women volunteer for more service activities than their male counterparts do with part of participants' motivation stemming from professional responsibility values and their dedication to meeting student needs. When asked about such gendered service inequity, they reflected on their role: "[H]ow much do I encourage that by actually handling everything, am I supposed to turn around and not do well, and not, you know, not be the person that I am? . . . Because what am I supposed to do, you know, my students need me. I want them to know that they can come to me and rely on me and that they're in a safe place."

❖ Organizational Support

In analyzing the responses, it is clear that improvements in organizational structure and support are being made in comparing the experiences of associate and full professors to those of current assistant professors. Faculty in departments, for example, where standards for promotion have

been updated to include current trends in the discipline and/or clear standards for early tenure and promotion to associate and full professor indicate the value of this structural support for navigating the institutional terrain. Additionally, participants report benefiting from the increased provision for professional development opportunities, such as best pedagogical practices, writing groups, grant-writing support, and promotion workshops, which addresses a support gap noted in associate and full professors' experiences.

However, many barriers challenge women faculty's current and future state in reaching the full professor rank. Service imbalance, mainly operational exhaustion, is taking its toll on female faculty juggling multiple roles and their ability to prioritize scholarly and creative activity, which holds a lot of weight for full promotion. Women described the university's current research and creative activity policy that allots zero percent time to research as incomprehensible, unachievable, and detrimental to achievement. While the university provides automatic reassigned time to faculty in the first two years, there is insufficient support for faculty in subsequent years. Some participants indicate achieving tenure becomes their end goal. Equitable pathways must be structurally created and supported to strengthen women's paths to full promotion.

❖ Organizational Support Barriers

Figure 4 highlights the organizational support barriers participants described as the most critical in evaluating and creating action for improving women's experience. In order of prevalence in participants respondents, they identified: insufficient scholarly and creative activity resources (94% of responses), leadership inaction to address barriers, including gendered and structural barriers (49% of responses); adverse campus climate (42% of responses), substantive DEI action needed (35% of responses), the gendered impact of COVID-19 (29% of responses), more professional development support, including support for department chairs/directors/program coordinators (20% of responses), and a call for more support from university deans on up (17% of responses). In terms of organizational structures, some noted problems with unclear/incomplete/outdated tenure and promotion standards (51% of responses). Some women report structural barriers related to narrowness in definitions of scholarship that exclude or undervalue contributions recognized in their fields or contributions to equity and inclusion scholarship. Participants also called for the expansion of service definitions to recognize cultural taxation in advising, mentoring, and other forms of equity and inclusion work.

Figure 4: Organizational Support Barriers

N = 65

Organizational Support Barriers
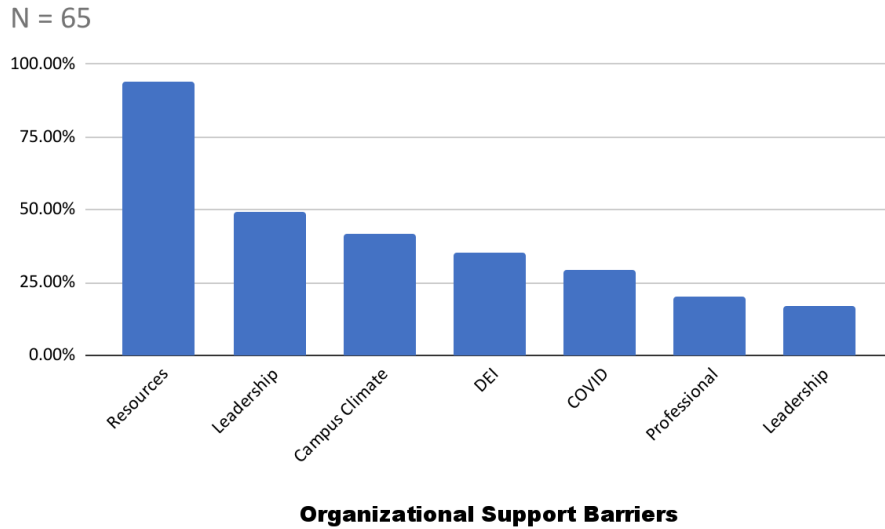
❖ Research and Creative Activity Resources

A lack of research funding and lab space are two of the most significant issues participants indicated as barriers to promotion. A few of our participants noted that funding and space, resources in general, are often given to men as first preference and women next. "Our part of the department is all women, and our request for resources and space never get met," stated one respondent, while "[t]he other part of the department is mostly men, and they seem to get whatever they ask for." A few other participants brought up the issue of lab space and the continued hindrance to argue for the importance of their field. In general, our participants feel their voices can quickly get silenced, by both male and female genders. One participant stated: "there are times when women are not given the 'floor' to voice concerns they recognize as important. Sometimes women treat other women poorly too." Researchers have theorized that "[c]onditions in academia might contribute to fierce competition among leading [some] women to behave in ways that shame [and] cause degradation to others." A more inclusive organizational approach needs to be leveraged to close gender divides and create progress to ensure women receive equitable resources and have voices at the tables.

Women emphasized the need for more reassigned time, increased funding, and additional sabbaticals. Participants stated the intense pressures to pay out of pocket for research is a heavy ask for an already strapped tenure track or tenured salary level. The often ignored reality that the majority of faculty must work during scheduled time off with no pay to achieve research and creative activity standards is a significant burden to address. One participant in agreement stated:

> The university needs to set more realistic teaching loads that reflect the level of teaching (undergrad/graduate education) and consider the actual time it takes to be active in other tenure and promotion expectations (service/research)... and provide resources, reallocated time, and funds for research. Increase tenure density to have workload distributed across more TT faculty. Set guidelines, expectations, and structures of accountability for full tenured professors that don't pull their weight. Pay TT faculty a full or partial summer salary (most of us are working over the summer attending conferences, writing

publications, mentoring student research, seeking extramural funds, serving on professional or community committees). [T]he idea that TT faculty are "off" over the summer is simply not true. We can't keep ignoring it.

Doing research during periods dedicated to time off and without compensation is not feasible for women. Working without pay for all faculty should not be part of university expectations. Women hold multiple roles, and this notion bears repeating. Unpaid time-off in the summer should be time-off for the faculty member's well-being, time with their family and friends, and an opportunity to support a work-life balance. And for women, especially women of color, research indicates that there may be fewer opportunities for research funding or less time to support their teaching or research projects due gender and cultural taxation when compared to their male colleagues.

❖ Campus Climate

Elements of an adverse campus climate included statements from participants about: peers and leadership pressuring or bullying women to take on more service without reward or recognition, unrealistic teaching loads, a service-oriented culture, and a lack of research emphasis in everyday culture. For example, one participant described the ability to accomplish tenure requirements as unrealistic and stated, "there needs to be a reduction in teaching load or a reduction in service, or there needs to be a complete overhaul of the RTP process so that faculty can choose a particular 'track' to focus on while being allowed to achieve less in at least one of the other two areas." Another spoke directly to organizational support issues, campus climate barriers, and the consequences of the operational exhaustion and the wellness tax they [and other women] experienced:

> Workload expectations for teaching, research, and service are unrealistic. The coursework load is too high and there are very few guidelines/standards for service commitment. Therefore, most of my research activities are done on my own (uncompensated) time like weekends and summer...Within my department there was no mentorship from senior faculty and departmental/college leadership pushed me into service commitments rather than protecting my time before tenure. I was successful in obtaining tenure and promotion but the cost of that was time away from family along with decline in mental and physical health.

As part of the survey and interview experience, we sought participant suggestions for the ways in which the university could address the barriers that female faculty detailed on the path to full professor, which we have included below.

Recommendations

Change is needed to address gender and cultural taxation and gender exploitation to ameliorate women's stress and exhaustion and support the retention and promotion of female faculty, especially women of color. Participants provided evidence of a problematic culture where the representation of women seen at the Assistant and Associate Professor levels are vocalizing their struggles to meet the demands of promotion standards. Full Professors echoed the continuing struggles for research and creative productivity time in light of their lived experiences of gender and cultural taxation and exploitation exacerbated by the insufficient organizational support to ameliorate these conditions. Hamlin argues that lack of parity comes down to a lack of institutional

will: "What if instead of saddling female associate professors with a disproportionate amount of committee service, those women were given more flexibility in the timing of their research? What if colleges and universities rewarded administrators and departments for hiring diverse faculty members and retaining and promoting them? Thus, we recommend making a concerted effort to internally focus on organizational support and structures, using gender equity as a guiding light. To help support progressive change and offer support for more women reaching full promotion, we offer below recommendations, using feminist perspectives that assign value to women's lived experiences and from research on achieving gender equity in higher education. Overall, participants desire university leadership that is willing to *ask, listen, and address barriers*.

Recommendations

Service

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

Structural Interventions

- 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.
- 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?
- Clarify and broaden service definitions to address cultural taxation and recognition of equity and inclusion work.
- Clarify and formalize early promotion and full professor standards in all departments; Make sure all departments/colleges follow consistent protocols, policies, and procedures.

- 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.
- 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.
- 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.

Organizational Support
- Identify and address pay disparities between women and men as well as between chairs/directors/program coordinators within and across colleges; Clearly post and annually communicate how to self-advocate for salary equity.
- 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.
- Weigh in female caretaking obligations and provide more support structures and policies to address needs.
- Create formal (and encourage informal) mentorship and networking opportunities within and across colleges to support faculty at all ranks.

Implementation of best practices are needed to address gender inequity for female faculty, including educating campus members to change culture by sharing relevant data and theory regarding gender inequity down to the student level. Efforts must be consistent and constant. Accountability must be from the top down and the bottom up.

Advancing Faculty Diversity Report
In 2019, the Data Collection subcommittee reviewed the CSUDH Advancing Faculty Diversity Report that described the activities and outcomes of the use of our 2017-2018 Advancing Faculty Diversity Award ($225,000). The following pie chart from the report indicates how CSUDH allocated its funds.
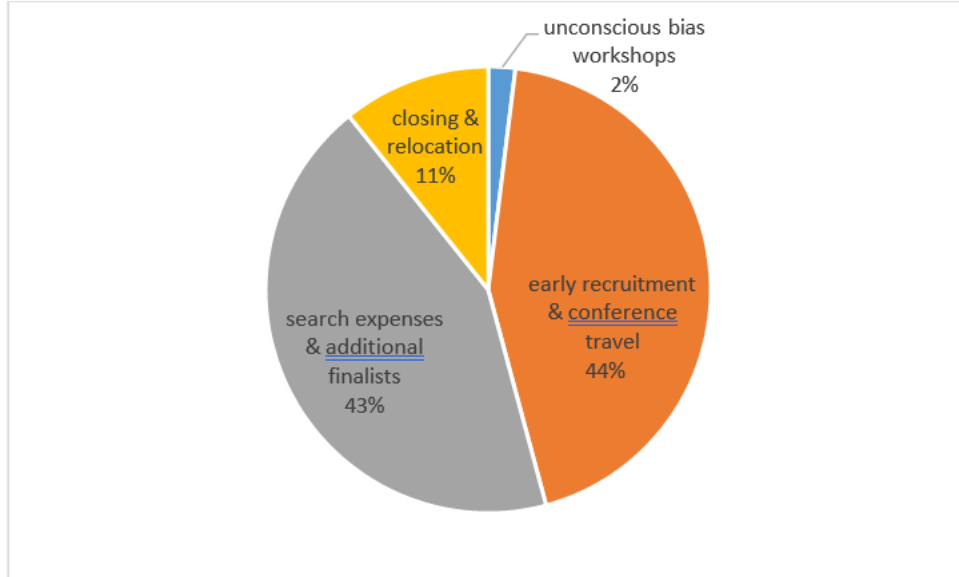
The data from the report gave information from some of the colleges in terms of success in hiring and the benefits of focusing on diversity practices to enhance pools as indicated in the charts above. The report notes that the "high-level attention that comes with financial support is as crucial as the money itself. The frequent on-campus references to this project – at cabinet meetings, senate meetings, and elsewhere – have been opportunities to improve our culture and consciousness about diversifying our faculty. As one dean put it, 'chairs in my college have realized that we are serious about this and that they just can't hire their friends.' The report also noted that "[u]nconscious bias workshops had fewer participants than we expected, possibly because we have reached saturation."
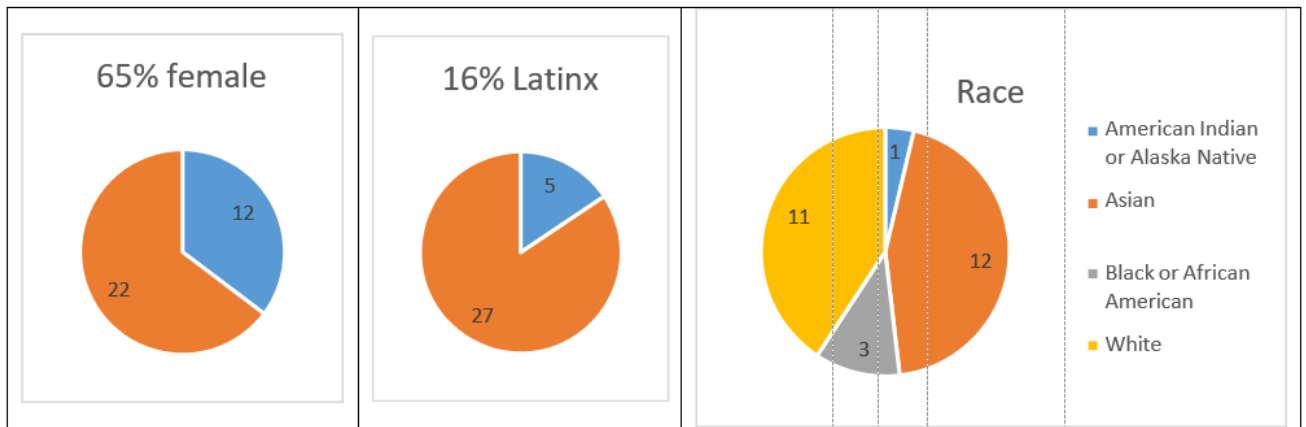
Although the report included overall outcomes, college outcomes were less detailed and no previous data for comparison was provided as a benchmark. Therefore, it was not clear the level of gains for hiring women and racial/ethnic faculty overall or by college. Women (65%) constituted the majority of hires in the 2017-2018 searches. By racial/ethnic identification, Asian (44%) hires were the largest group followed by White (41%) faculty tenure-track hires. Latinx (16%) and then Black or African American

(11%) faculty hires formed the next largest groups. American Indian or Alaska Native (4%) faculty were a minority of hires. The following data could provide benchmarks for creating gender and racial/ethnic faculty diversity assessment and goals.

Faculty Diversity Spring 2022 Data[34]

In total, women are the majority of tenure-track/tenured professors (54%) at CSUDH. They are also the majority of assistant professors (63%) and associate professors (61%). However, men are the majority of full professors (56%). By college breakdown there are gendered and racial/ethnic variations.

College of Arts and Humanities
In the College of Arts and Humanities, women are the majority of tenured and tenure-track professors (56%). At the assistant professor level, women are the majority (56%). In terms of racial/ethnic self-identification, men of color in aggregate form the largest population (32%). White women and women of color form the next largest populations (28% respectively). White men (12%) are represented at the same level as Hispanic men and women; the latter form the largest single group of people of color (12% respectively). African American men (8%) are represented at the same level as women identifying as two or more races (8% respectively). Currently, there no women identifying solely as African American. Asian men and women are represented at the same level (4% respectively).

Women are the majority (62%) of associate professors. In terms of racial/ethnic identification, women of color in aggregate (43%) form another majority. By racial/ethnic identification, white men form the second largest group of associate professors and the third largest group overall in Arts & Humanities. Women identifying as two or more races (23%) are the next largest group, followed by white women (15%) and then Hispanic men and women (12% respectively). Men of color in aggregate form a minority population (8%). African American women and men are represented at the same level (4%). There are currently no Asian men at this rank.

Women at the rank of full professor (53%) represent the majority of professors at this rank. White men (28%) and white women (26%). Women of color in aggregate (23%) are the fourth largest group at this rank with Asian women the most represented (9%), followed by Hispanic women (7%) and then women of two or more races (5%). African American women are the least represented (2%). Men of color in aggregate (19%) are the smallest group with Hispanic men and men of two or more races equally represented (7%). African American men (5%) form the minority of men at full professor. Currently, there are no Asian men at the level of full profe**ssor.**

College of Business Administration & Public Policy
In the College of Business Administration & Public Policy, men represent the majority of tenured/tenure-track professors combined (61%). They are the majority of assistant professors (54%), associate professors (59%), and full professors (65%). At the level of assistant professors, men of color in aggregate are the most represented population (46%) with Asian men most represented (31%) followed by Hispanic men (15%). White men are the minority population (8%).

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[34] Data provided by Faculty Affairs and Development via PeopleSoft and may have some inaccuracies due to possible reporting lags.

There are currently no African American men at the assistant professor level. By racial/ethnic identification, women of color in aggregate form the second largest group (31%) followed by Hispanic and white women in the minority (8% respectively). There are currently no African American women at this level.

At the level of associate professor, the largest population by racial/ethnic identification is men of color in aggregate (48%) with Asian men most represented (24%) followed by Hispanic men (18%). African American and white men (8%) are equally represented and the minority of men in the college. White women (29%) form the second largest individual group by racial/ethnic identification. Hispanic women are the minority of women at this rank, but there are currently no African American or Asian women represented.

Men of color in aggregate (32%) form the largest population of full professors in CBAPP with Asian men (29%) the most represented followed by white men (23%). African American men are the minority of men. There are currently no Hispanic men at this rank. Asian women (19%) are the next largest population of full professors followed by white women. There are currently no African American or Hispanic women at the status of full professors.

College of Health, Human Services, & Nursing
Women in the College of Health, Human Services, & Nursing, women represent the majority of tenured/tenure-track professors combined (69%). Women are the majority of assistant professors (89%), associate professors (71%), and full professors (52%). The gender gap between women and men narrows considerably at full professor (4%) from the much larger gap at associate professor (42%). At the assistant professor level, women of color in the aggregate (43%) are relatively equal to white women (42%). African American and Asian women are much less represented (11% respectively). Asian and white men are the minority of the population at this rank (5% respectively. There are currently no African American or Hispanic men represented.

At the level of associate professor, women of color in aggregate (48%) are the largest population with Asian women most represented (24%). White women are in equal proportion to Asian women (24%) followed by Hispanic women (14%). American Indian and women of two or more races (5% respectively) are in the minority of women at this level. Currently, the are no African American women represented. Men of color in aggregate (15%) and white men (14%) are relatively equal in representation as associate professors in the college. There are currently no American Indian men represented.

At the level of full professor, white women (37%) form the majority population followed by men of color in aggregate (27%) and then white men (22%). The fourth largest group represented is Asian men. African American and Asian women are represented equally (7%) but at a much lower percentage than other groups. African American and Asian men as well as men identifying as two or more races form the minority populations (4% respectively). There are currently no American Indian women represented.

College of Natural & Behavioral Sciences
For the College of Natural & Behavioral Sciences, there is relative parity between women and men overall although men are the majority of tenured/tenure-track professors combined (51%). The majority of assistant professors are women (57%) with white women (30%) the largest

racial/ethnic group followed by white men (17%). Asian women and men are in equal proportion (10% respectively) and African American women are at the same proportion (10%). Hispanic men and women and men identifying as two are races are the smallest proportion of assistant professors. There are currently no American Indians at the assistant professor level.

At the level of associate professor, women (58%) are the majority of associate professors, and white women (32%) the largest racial/ethnic group followed by white men (16%). Asian women are the next largest group followed by Asian men and men of two or more races (10% respectively). American Indian women and Hispanic men (6% respectively) and African American women and Hispanic women are the minority populations (3% respectively) at the associate professor level. There were no African American or American Indian men at this rank.

At the full professor level, the proportions of women and men shift with men the majority (65%) of faculty. White men (38%) are the largest racial/ethnic population with white women (19%) at half the proportion of white men. African American (11%) men are the next largest group. Hispanic women and men are represented proportionately (8% respectively) as are Asian men and women (5% respectively). African women and men of two or more races are the minority populations (3% respectively).

College of Education
Women are the majority of all tenured/tenure-track professors combined in the College of Education. At the assistant professor level, women are also the majority of faculty with Asian women (27%) the largest racial/ethnic population followed by Asian men (20%). African American, Hispanic, and white women are proportionately represented (13% respectively) alongside white men (13%). There were no African American or Hispanic men at this rank.

In spring 2022, there were only women at the associate professor rank with white women the majority racial/ethnic population. African American and Hispanic women were equally represented (20% respectively). There were no American Indian or Asian women represented at the time.

Salary Equity Studies

Prior to the convening of the Gender Equity Task Force, Dr. Mark Carrier, faculty in the CSUDH Psychology Department, embarked on an independent analysis of gender equity for 2018-2019 tenured/tenure track faculty salaries, using a multivariable regression analysis based on best practices in the field.[35] Dr. Carrier was invited to present his finding to the Task Force. Based on the variables available to him to do his study, including gender, rank (i.e., assistant, associate, or full professor), college, and earnings, he found that rank and discipline are significant factors. There is an unexplained gender gap; all other things being equal, tenure-track and tenured men were on average paid 4.3% more than tenure-track and tenured women at CSUDH (i.e., approximately $402.83 per month). The model accounts for approximately 60% of the variability in salaries. However, the coefficient for gender (.051) shows marginal statistical significance. Years at Dominguez Hills are included and showed very small effects and sometimes negative effects. The gender results are not affected by differences in years of service because the latter

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[35] Lori L. Taylor, Joanna N. Lahey, Molly I. Beck, and Jeffrey E. Froyd, "How to Do a Salary Equity Study: With an Illustrative Example From Higher Education," *Public Personnel Management* 49, No. 1 (2019): 57-82.

were statistically separated during the analysis. The 2018-2019 data indicates the need for further investigation into faculty salary disparities.

Because data regarding race, ethnicity, and age were unable to be gathered, the study cannot attest to any impact of intersecting identities specifically at CSUDH. However, we can strongly speculate that CSUDH is not an outlier in the CSU system. The Task Force reviewed CFA's 2016 *Changing Faces of CSU Faculty and Students: Vol. VI* equity report, which based on data from 2015 throughout the CSU, indicates the intersectionality of gender pay inequity was pervasive, as BIPOC women at the same rank have lower base salaries than men and white women.[36] The following gender pay inequity data and analysis by gender, race, and ethnicity is taken from the report: [37]

CSU Faculty Median Base Salaries by Rank & Gender, Fall 2015			
Rank	**Female**	**Male**	**Gender Pay Gap**
Full Professor	$94,050	$97,596	$0.96
Associate Professor	$77,724	$79,164	$0.98
Assistant Professor	$69,816	$70,800	$0.99
Lecturer	$50,820	$51,492	$0.99
Coach	$50,040	$54,000	$0.93
Counselor	$67,962	$72,852	$0.93
Librarian	$71,928	$79,692	$0.90
Other	$43,500	$87,630	$0.50
All Ranks	**$55,236**	**$62,544**	**$0.88**

They note: "While White women experience the 88-cent figure, women identifying as Native American, Black, Latina, or having two or more ethnicities are doing worse, with base salaries that are between 70% and 86% of those of their male colleagues. Female faculty identifying as Asian or Pacific Islander are the only group to be doing better than White men. Women who identify as 'Other' are doing better than White women but still make 90% of what White men earn in base salary." They also note that while pay gaps have slightly narrowed overall since 2005, but they are also slightly "widening in upper ranks." Moreover, [b]y "ethnicity, the gender pay gap narrowed for all except Latina and Black women; the pay gaps for these groups widened by $0.05 and $0.01, respectively, from 2005 to 2015. Excluding gender, the pay gap narrowed for all racial/ethnic groups except for Latino/a and Black faculty; the pay gaps for these groups widened by $0.08 and $0.02, respectively, from 2005 to 2015."[38] The 2018-2019 data indicates the need for further investigation into faculty salary disparities by gender, race, and ethnicity. The CFA report also demonstrates that gender pay inequities are greater among lecturers compared to tenure-track faculty, and again we have no reason to suspect that our campus is an outlier. Salary is a high priority area that requires further investigation. While we do not know the extent of these particular

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[36] See Appendix ?, "Part 8: Special – CSU Faculty Gender & Racial/Ethnic Pay Gaps," *Changing Faces of CSU Faculty and Students: Vol. VI*, 2016 CFA Equity Conference, p. 38.

[37] See Appendix ?, "Part 8: Special – CSU Faculty Gender & Racial/Ethnic Pay Gaps," *Changing Faces of CSU Faculty and Students: Vol. VI*, 2016 CFA Equity Conference, p. 38.

[38] P. 42.

disparities at CSUDH, future data collection efforts by the campus need access to specific variables not available for this study related to race and ethnicity to conduct a similar analysis.

IPEDs Data for 2020-2021(the most current year available) also shows a gender gap in pay throughout faculty ranks. The data only presents average salaries across ranks without additional variables. Among instructional faculty, men earn 9% more than women on average. By rank, men earn 6% more on average as Professors, 5% more as Associate Professors, 4% more as Assistant Professors, and 2.5% more as Lecturers. The 2020 IPED report does not breakout the data by other factors, such as time in service, time in rank, race/ethnicity, discipline, and college.

Average salaries of full-time instructional nonmedical staff equated to 9-months worked, by academic rank and gender: Academic year 2020-21
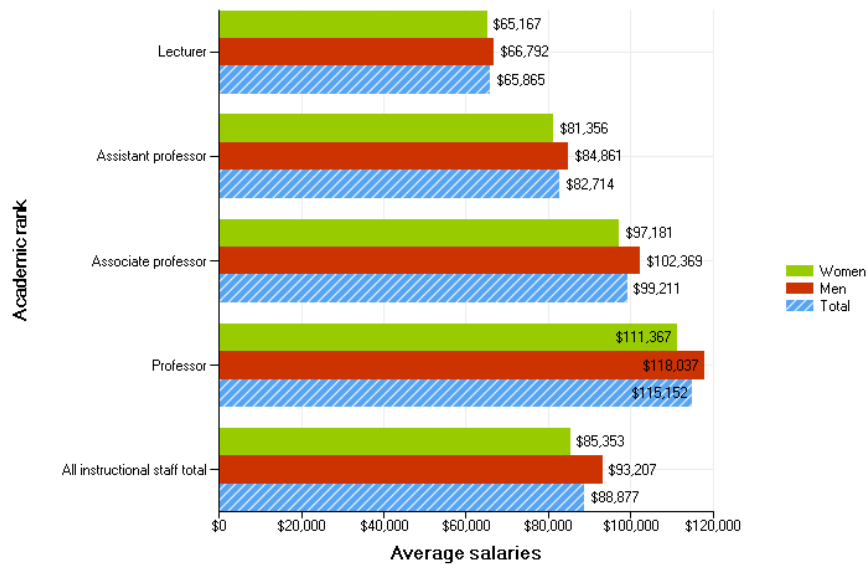
Staff Salary Equity Study, 2019-2020

When the Task Force presented Dr. Carrier's findings in the context of the larger, system-wide data to the President's Cabinet's Office, the Task Force received support from the President's Office in fall 2020 for Dr. Carrier to undertake a similar study for staff and administrators and renewed support for engaging a consulting firm to expand the range of data collection for a more comprehensive analysis. Dr. Carrier was given access to different variables for his analysis of 2019-20 staff salaries, including gender, race, ethnicity, age, highest degree held, years since highest degree, years since start date, and earnings. In this analysis, Dr. Carrier found that male staff were paid 7.5% more than female staff (approximately $405.77 per month). Further, the coefficient for gender (.045) was significant in this analysis, indicating that all variables considered, the study can confidently state that there is a salary disparity between male and female staff. He also found that men were more frequently represented in the top third of wage earners than women and less frequently represented in the bottom third of wage earners than women. Men made up 60% of the 20 top paid positions, 70% of the top 10 positions, and 100% of the top 5 positions. Lastly, Dr. Carrier also found significant disparities for Black/African American and Hispanic/Latinx staff compared to White/Caucasian staff. These disparities are indicative of a need for future exploration of staff salaries. However, because Dr. Carrier was not given access to key variables like unit and department (meaning that janitorial staff, academic advisors, and Vice

Presidents are all considered equal in this analysis), further analysis is needed to confidently state that disparities exist independent of other factors.

The limited data regarding staff and faculty salaries, as well as our inability to track factors that impact current salary gaps, such as salary at time of hire, time since degree, ethnicity, unit, time to promotion, differences in fields, and salary compression since date of hire led the Task Force to issue an updated RFP in Summer 2020 for a consulting firm to help us conduct this more comprehensive analysis. Because we received no proposals to conduct the work requested within our given budget and because the Anti-racism Task Force and the Strategic Plan Steering Committee were also focused on equity accountability, the tri-chairs met with the chairs of these committees to discuss related and overlapping data collection needs for the campus.

Recommendations

Based on this conversation, a review of best data practices for equity analyses, as well as consultation with Dr. Donna Garcia, principal investigator of an NSF Advance DEPTH grant, we have concluded that the campus needs a much more robust data infrastructure that will allow us to collect, track and analyze our progress regarding equity.

There are key moments where salary disparity should be addressed as part of gender and race/ethnicity equity practices in the hiring, retention, and promotion process. We make recommendations under current policies and practices for salary equity research and fair pay analysis at the time of hire and at promotion. Such analysis should identify faculty compression and inversion within the colleges and set benchmarks. A plan to address these inequities and implementation should be part of the assessment measures.

Affirmative Action Plans (2021-2022 AAP)

The Office of Federal Contract Compliance Programs Executive Order 11246 requires that companies with more than 50 employees and contract with federal government produce annual AAPs:

> CSU Dominguez Hills is a federal government supply and service contractor subject to the affirmative action requirements of Executive Order 11246, the Rehabilitation Act of 1973 as amended, and the Vietnam Veterans' Readjustment Assistance Act of 1974, Section 4212. Because CSU Dominguez Hills has $50,000 or more in annual contracts with the federal government and employs 50 or more employees, we are required to prepare annual written Affirmative Action Plans (AAP's) for minorities and women, for protected veterans, and for individuals with disabilities for our organization. Failure to comply with these laws and their implementing regulations, which are enforced by the Office of Federal Contract Compliance Programs (OFCCP), can result in debarment of the University from future contracts and subcontracts.[39]

On October 22, 2019, the Task Force met with then Chief of Staff, Deborah Roberson who explained the Affirmative Action Plan (AAP) process and the outcomes of the 2018-2019 AAP

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[39] Executive Order 11246 Affirmative Action Plan (AAP) For California State University, Dominguez Hills, November 1, 2021 – October 31, 2022, https://www.csudh.edu/Assets/csudh-sites/hr/docs/compliance-and-policies/affirmative-action-plan-csudh.pdf, 2.

for CSUDH. Using a standard formula set by the federal government to assess university hiring against availability of protected groups in the workforce (based at the time on the 2010 Census):

"Availability" is an estimate of the proportion of each sex and race/ethnic group available and qualified for employment at CSU Dominguez Hills for a given job group in the relevant labor market during the life of the AAP. Availability indicates the approximate level at which each race/ethnic and sex group could reasonably be expected to be represented in a job group if CSU Dominguez Hills' employment decisions are being made without regard to gender, race, or ethnic origin. Availability estimates, therefore, are a way of translating equal employment opportunity into concrete numerical terms.[40]

We discussed the goals progress page from the 2018 employee data snapshot. Chief of Staff Roberson agreed to forward underutilization reports, which we received for 2017, 2018, and 2019 with snapshots for the previous years:

Classifications Underutilized and Placement Goals

(12/31/16 Snapshot)

CLASSIFICATION	EMPLOYEE COUNT	FEMALE
Admin IV	19	1
Admin III	27	4
Admin II / Sergeants	52	
Admin I	15	
Dept. Chairs	19	
Faculty (Ten/Ten Track)	212	13
Lecturers	535	
Librarians	8	
Student Acad Support	116	
Coaches	25	
Police	10	1

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[40] Executive Order 11246 Affirmative Action Plan (AAP) For California State University, Dominguez Hills, November 1, 2021 – October 31, 2022, https://www.csudh.edu/Assets/csudh-sites/hr/docs/compliance-and-policies/affirmative-action-plan-csudh.pdf, 13.

Clerical/Admin Support	166	
Skilled Crafts	26	1
Operations Support	48	1
		21

Classifications Underutilized and Placement Goals
(Comparison 12/31/16 and 10/31/17 Snapshot)

CLASSIFICATION	EMPLOYEE COUNT		FEMALE	
	2016	2017	2016	2017
Admin IV	19	22	1	5
Admin III	27	32	4	5
Admin II / Sergeants	52	59		
Dept. Chairs	19	20		
Faculty (Ten/Ten Track)	212	220	13	
Lecturers	535	571		
Librarians	8	16		
Student Acad Support	116	132		
Student Acad Other		110		
Police	10	11	1	1
Clerical/Admin Support	166	169		
Skilled Crafts	26	33	1	2
Operations Support	48	63	1	
Technical Support Services		49		3
Total			21	16

Classifications Underutilized and Placement Goals
(Comparison 10/31/17 and 10/31/2018 Snapshot)

	CLASSIFICATION	EMPLOYEE COUNT		FEMALE	
		2017	2018	2017	2018
0B	*Admin IV	22	20	5	3
0C	Admin III	32	33	5	4
0D	Admin II / Sergeants	59	65		2
0E	Admin I	18	20		

1A+B	Physicians + Healthcare Support	13	14		
2A	Faculty - Dept. Chairs	20	49		
2B	Faculty (Ten/Ten Track)	220	229		
2C	Lecturers	571	753		
2D+E	Faculty - Visiting & Instructional Support	8	13		
2F	Librarians	16	11		
3A	Student Acad Support	132	150		
3B	Student Acad Other	110	125		
4A+B	Community, Design, Arts Media Occs/Sports	49	61	1	
5A	Technical Support Services	49	53	3	
6A	Bus.+Fin. Operations	8	12		
6B	Clerical/Admin Support	169	181		
7A	Skilled Crafts	33	30	2	2
8A+9A+B	Operations/Faculty Support	63	63		
9C	Police	11	11	1	1
	Total			17	12

Data collection and tracking systems used to create underutilization reports provide a potential model for the type of data collection, tracking, benchmarking, and assessment recommended by the Task Force. Future AAP and reporting is now placed under the Chief Officer of Diversity, Equity, and Inclusion.

Overview of Office of Equity & Inclusion Reporting Data Academic Years 2016-17 to 2020-21

Complaints falling Title IX, including gender-based discrimination and harassment, sexual assault/misconduct, dating/domestic violence, and stalking, are reported to the CSUDH Office of Equity & Inclusion (formerly Title IX Office), who responds by coordinating supportive measures, remedies, investigations, and referrals. The Office of Equity & Inclusion also responds to complaints of discrimination and harassment based on other protected statuses, including race, ethnicity, disability, age, and religion.

Unfortunately, like many offices, the infrastructure to track complaint trends consistently over time has not existed, making it difficult to track trends specific to gender-based discrimination and

harassment. However, some trends can be reported. Data is collected yearly by the CSU Chancellor's Office about the number of complaints of sexual assault/misconduct, dating/domestic violence, and stalking reports, which may be seen below:

- **2016-17:**
    - 7 complaints against students,
    - 0 complaints against employees,
    - 4 investigations, and
    - 9 complaints resolved without investigation.
- **2017-18:**
    - 6 complaints against students,
    - 2 complaints against employees,
    - 5 investigations, and
    - 28 complaints resolved without investigation.
- **2018-19:**
    - 8 complaints against students,
    - 3 complaints against employees,
    - 6 investigations, and
    - 23 resolved without investigation.
- **2019-20:**
    - 10 complaints against students,
    - 3 complaints against employees,
    - 7 investigations,
    - 42 resolved without investigation.
- **2020-21:**
    - 2 complaints against students,
    - 2 complaints against employees,
    - 0 investigations, and
    - 32 resolved without investigation.
    - *Please note that there was a decrease in reports this year due to the campus being remote for the entire academic year.*

A clear upward trend is observed until March 2020, when CSUDH became remote due to COVID-19. Further, aggregate Annual Report data is collected about the total number of complaints, but is not broken down by protected status, nor is it broken down by the gender or status (i.e., employee or student) of the reporting or accused party. These statistics are below:

- **2019-20:**
    - 57 reports of violations of the CSU's policies prohibiting discrimination, harassment, and retaliation,
    - 15 of which fell under Title IX, and
    - 18 investigations.
- **2020-21:**
    - 68 reports of violations of the CSU's policies prohibiting discrimination, harassment, and retaliation,
    - 17 of which fell under Title IX, and

- o 6 investigations.
- o *Please note that there was a decrease in reports this year due to the campus being remote for the entire academic year.*
- **2021-22**:
  - o 113 reports of violations of the CSU's policies prohibiting discrimination, harassment, and retaliation,
  - o 64 of which fell under Title IX, and
  - o 7 investigations.
  - o *Please note that there was a decrease in reports this year due to the campus being remote for the entire academic year.*

Policies and Practices

The Gender Equity Task Force sought to gather information about the various laws, policies, and practices, or the lack thereof, that might impact gender equity at CSUDH. First, the Subcommittee made a non-exhaustive list of federal and state laws impacting equity, as well as systemwide and CSUDH-specific policies and practices. Information about laws and systemwide policies were pulled from publicly available websites and reviewed, including the systemwide CSU Policy Library and CSU Collective Bargaining Agreements for all units.

Formal CSUDH Policies, which originate from Academic Senate Resolutions or other administrative requirements, are categorized as Academic Affairs Policies ("AA") or Presidential Memoranda ("PM") are publicly available at csudh.edu/aapm and csudh.edu/pm. The Subcommittee also gathered information about internal practices specific to hiring, including training and makeup of search committees and manuals, and reviewed and how salary equity is determined at CSUDH.

A Dropbox compendium was created of all policies and practices and was shared by the subcommittee with the larger Gender Equity Task Force. Articles about best practices and policies from comparable institutions were reviewed as comparators.

Current Laws, Policies, and Practices

First, a review of the current federal and state laws with requirements for equity was paramount. Below is a non-exhaustive list:

Federal Laws:

- Title VII of the Civil Rights Act of 1964 ("Title VII")
- Title IX of the Educational Amendments of 1972 ("Title IX")
- Code of Federal Regulations Title 29 Labor, Part 1604 Guidelines on Discrimination Because of Sex
- Pregnancy Discrimination Act of 1978 ("PDA")
- Equal Pay Act of 1963 ("EPA")
- Age Discrimination in Employment Act of 1967 ("ADEA")
- Americans with Disabilities Act of 1990 ("ADA")

- Genetic Information Nondiscrimination Act of 2008 ("GINA")
- Uniformed Services Employment Reemployment Rights Act of 1994 ("USERRA")
- Family Medical Leave Act ("FMLA")

State Laws:

- California Labor Codes Prohibiting Retaliation and Discrimination: Prohibits discrimination against employees based on federally protected identities and prohibits retaliation for making complaints of discrimination based on protected statuses.
- California Equal Pay Act of 2019: Ensures that people of all gender identities, races, and ethnicities receive equal pay for substantially similar positions.
- California Gov. Code 12950.1 (Amended by AB 1825 and SB 1343): Requires that all employers of 5 or more must provide 1 hour of sexual harassment training to non-managerial and 2 hours to managerial staff every 2 years.
- California Education Code 221.5 (Amended by AB 1266): Requires all students to be able to use the facilities and participate in sex-segregate school programs and activities consistent with their gender identity.
- California Code of Civil Procedure, Section 1277 and 1278 (Amended by SB 179): Requires California residents to be able to identify as female, male, or non-binary in legal documents, and requires all single-stall bathrooms to be designated as "all-gender."
- California Labor Code Chapter 3.8 Sections 1030-1033 (2010) require California employers to provide accommodations for breastfeeding parents, to provide a reasonable amount of break time, and to provide a private space, other than a toilet stall, close to the employee's work area, to accommodate an employee desiring to express breast milk.
- California Family Rights Act (Updated in 2021): Provides 12 weeks of paid, job-protected leave to employees after working for 12 months.

Confidential Systemwide Guidance:

- HR/Appointments MPPs 2013-02 (confidential): Specifies requirements when appointing an employee to a Management Personal Plan (MPP) position in the CSU.
- Chancellor's Office Memo on the California Fair Pay Act (confidential): Specifies how campuses are to operationalize equal pay and analyze complaints of unequal pay.
- In-Range Progression Guidelines (confidential): Specified how requests for in-range salary progressions are evaluated for staff.
- California State University Technical Letter HR/Salary 2011-05: Requires California State Universities provide break time to express milk for employees. If an employee is eligible to receive compensated breaks, a nursing mother in the same job category using break time to express milk must be compensated.

Systemwide Policies:

- CSU Interim Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking & Retaliation

- CSU Executive Order 1088 Systemwide Guidelines for Affirmative Action Programs in Employment
- CSU Executive Order 1098 Student Conduct Procedures
- CSU Executive Order 1111 Disability Support and Accommodations Policy
- CSU Executive Order 1115 Complaint Procedures for Protected Disclosure of Improper Governmental Activities and/or Significant Threats to Health or Safety
- CSU Executive Order 1116 Complaint Procedure for Allegations of Retaliation for Having Made a Protected Disclosure under the California Whistleblower Protection Act
- The 10 Units' Collective Bargaining Agreements were reviewed and organized into excel spreadsheets containing the specific provisions impacting equity (APC Academic Advisors, CFA UAW, CSUEU, CFA, Police, Doctors, Trades), including:
  - Salary
  - Salary increases
  - Appointment
  - Promotion and reassignment
  - Layoff
  - Transfers
  - Assignment of time/workload
  - Professional development and training opportunities
  - Sick leave
  - Other leaves
  - Pre-disciplinary/disciplinary actions
  - Other benefits
  - Non-discrimination

CSUDH-Specific Policies and Guidance:

- PM 2020-05: Gender Equity Principles
- PM 2014-03: Procedures for Hiring Full-Time Academic Administrator III and IV Positions
- PM 2018-03: Policy on Lactation and Breastfeeding Accommodations
- PM 2019-01: Management Personnel Plan Performance Evaluations
- AAP 010.001 Policy on reappointment, tenure and promotion procedures
- AAP 012.001/AA 2012-03 Improving communication in the process of evaluating faculty for reappointment, tenure, and promotion
- AAP 007.01/AA 2012-04 Recruitment of tenure-track and other full-time faculty
- AAP S012.002 Cycle for I and VI tenure track faculty
- AA 2021-11 Sabbatical Leaves Policy
- AAP S002.001 Criteria for recommending credit towards tenure
- AA 2004-15 Temporary faculty range elevation

CSUDH-Specific Hiring and Search Committee Practices:

- Faculty Affairs and Development provided their manual for hiring, which clarified that their committees requires that at least 1 member be female, and that online trainings are

required yearly of all search committee members. Further, faculty chairs of search committees complete yearly implicit bias training.

- Human Resources Management, who implements the hiring process for all staff, has not yet done implicit bias training for all search committees, although Human Resources Management staff has completed implicit bias training. A PowerPoint with search committee requirements is provided to all search committees for their individual review.

Current Practices for Salary Equity and Addressing Gender Inequity[41]

At the point of hire for lecturers, tenure-track or tenured faculty, college deans make the initial offer for salary and start-up funds. Faculty may negotiate salary at time of hire. We currently do not track this process or analyze for equity at time of hire. Article 31 of the current Collective Bargaining Agreement sets the range for faculty salary at hire. Article 31.5 sets a 9% salary increase as the minimum raise at promotion. Campus presidents have the prerogative to set higher percentage salary increases upon promotion. Article 31.25 provides for individual market-based increase requests accompanied by documentation of a salary lag or a bona fide offer of employment from another college or University.[42] Article 31.12 grants campus Presidents the authority to set up equity increases.

Salary for staff is determined based on the position description plus candidate's years of experience, certifications, education, like positions in the CSU, and a survey of market rates. Equity is reviewed as a process for new hire salary determination to assure equity by established guidelines A spreadsheet is created with Human Resources' recommendation for the low, medium, and high range for the position. Staff fall under various unions based on their unit.[43] The Collective Bargaining Agreements determine the General Salary Increase schedule and percentages. Employees and supervisors have the ability to initiate a salary equity analysis, in-range progression increase (management initiated requests may address multiple employees at once) or a position reclassification. Article 20.22 of the CSUEU CBA addresses Merit Salary Increases based on annual performance reviews. Article 20.25 addresses In-Range Progressions (IRP).[44] Staff and administrators do have to provide justification for why to assess position descriptions, "which may be granted for reasons that include, but are not limited to[45]:
- Assigned application of new or enhanced skill(s);
- Retention;
- Equity;
- Performance;
- Out-of-classification work that does not warrant a reclassification;
- Increased workload;
- New lead work or new project coordination functions given to an employee on an on-going basis by an Appropriate Administrator where the classification standard/series do not specifically list lead work as a typical duty or responsibility; and,
- Other salary related criteria."

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[41] CSU Salary Schedule.
[42] Faculty Application for Market Increase.
[43] Staff Collective Bargaining Agreements.
[44] In-Range Progression Request.
[45] Classification Review Request.

Article 9.17 addresses a change in position or reclassification and sets a minimum of a 5% salary increase). In task force meetings, it was noted that for staff there are issues with inaccurate Position Descriptions & Classifications and associated salary ranges.

At CSUDH, salary issues go through either Human Resources for staff and administration or Faculty Affairs and Development for faculty requests. When gender equity is questioned, Title IX must also be involved to see who else might be impacted as well. It was also noted that salary equity requests receive different levels of support in terms of assessing whether or not someone is being underpaid for the position and rank. Human resources conducts the research for staff/administrator requests. Equity reports are generated for staff and management for a fair pay analysis before compensation approved at hire. Years of service are taken into account. Previous pay no longer a legal measure to use. Upon faculty hires, negotitions go through the deans. We do not currently create equity reports for a fair pay analysis. Faculty must also provide supporting documentation when requesting a Market Salary Increase. Unions can make an information request for salary data at CSUDH and other CSUs. Faculty, staff, and administrator salaries are available publicly at Transparent California and through the *Sacramento Bee's* State Worker Salary Database, but there are issues with accuracy in both databases. Faculty may also make public information requests.

The California State University initiated a staff salary study with findings shared with the Board of Trustees. According to the CSU Employee Compensation/Staff Salary Structure Study Findings :

> Mercer determined that over the past 15 years, CSU staff salaries have not kept pace with general industry or with other higher education institutions. While higher educational institutions have typically lagged general industry, the CSU lagged both the general industry market and higher education institutions, resulting in considerable wage stagnation over time. Multiple years without pay increases contributed to the current lack of market competitiveness with general industry as well as higher education.

Campus presidents do have authority to make campus-wide equity adjustments. Presidential authority to address inequity leaves room for a campus-based gender equity program. In 2015, President Hagan used this authority to implement staff in-range progression awards and faculty salary increases to address inequities due to inversion and compression. However, funding for equity adjustments is not guaranteed in state-based CSU funding.

While policies are not always the solution to disparities or equity concerns, they are a tool that can be leveraged to encourage or incentivize certain practices. The following recommendations were made, based on a review of current policies and practices:

1. Provide additional funding to the Office of Equity and Inclusion so that there is adequate staffing to support the implementation of best practices and policies.
2. CSUDH should audit current CSUDH-specific PM and AA policies as listed in this report and assess their impact on gender equity.

     a. 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.

     b. Integrate best practices for policies that can increase gender equity in policies for search committees, recruitment, hiring, and retention.

3. CSUDH should 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 to all search committees (and not just Faculty search committee chairs, which is the current practice).

     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 in 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.

4. CSUDH should 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.

5. CSUDH should 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.

6. Reconsider the telecommuting policy with criteria for approval that incorporates best practices for gender equity.

In terms of salary equity:

1. CSUDH should engage in a systematic review of salary equity, including all necessary variables.

     a. Track initial and final faculty salary and start-up offers and benchmark for equity in colleges.

     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.

2. CSUDH should make clear current practices upon receiving a salary equity request or market-based salary increase request from faculty and staff and/or complaints about salaries inequities and ensure that equal support is provided to faculty and staff.

Appendices

A. [2016 CFA Equity Conference: An updated summary of data on the racial/ethnic and gender diversity in the California State University.](#)
B. [CSU Employee Compensation/Staff Salary Structure Study Findings](#)
C. [CSUSB ADVANCE DEPTH Presentation to CSUDH Gender Equity Taskforce Meeting, April 19, 2021](#)
D. [CSUDH Findings of the Faculty Campus Climate Survey, 2017](#)
E. [CSUDH Advancing Faculty Diversity, Final Report, July 2019](#)
F. CSUDH Office of Equity & Inclusion Annual Reports
   a. [Annual Report 2021-22](#)
   b. [Annual Report 2020-21](#)
   c. [Annual Report 2019-20](#)
G. [CSUDH Gender Equity Task Force Townhall Progress Report, May 2021](#)
H. [CSU Maritime Academy, Resolution on Campus Gender Equity, February 2020](#)
I. [*Report of the Georgetown University Gender Equity Task Force*, Washington D.C., May 2021](#)
J. Title IX
   a. [Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#)
   b. [Summary of Major Provisions of the Department of Education's Title IX Final Rule](#)
   c. [Summary of Major Provisions of the Department of Education's Title IX Final Rule and Comparison to the NPRM](#)

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