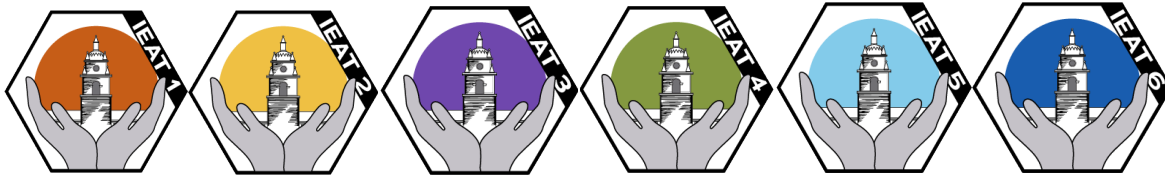


IEAP Initiative Status Report Fall 2022



Initiative Title: Develop and Implement a Campus-wide Policy on Mandatory Equity Advocate Training and Ensure Inclusion of an Equity Advocate on all Search Committees

Initiatives: IEAP 2.2 and 2.3

Lead: Bill DeGraffenreid

STATUS: Revised timeline based on learnings from last spring in the following manner: The general idea of the original as well as this revised timeline is to build on the successes of the current Faculty Equity Advocate Program (that last year brought the most diverse large cohort of new TT faculty that the university has ever had) and expanding it into other areas of hiring. Given the current staff shortages, especially in HR, and the need to further institutionalize the current program, we propose to focus this year on refining the FEAP, which is still in need of improvements and clearer processes, so that we will have a more solid program to expand upon.

The current Faculty Equity Advocate Program (FEAP) is intended to provide Discipline Search Committees (DSC) with a member trained in Equity, Inclusion, Accessibility, and Diversity (EIAD) issues and whose responsibility it is to assure that all DSC work is done in the fairest and most inclusive fashion based on current best practices.

To date the FEAP training has consisted of a mix of offerings unevenly delivered to EAs over 2020-22. These included Center for Urban Equity (CUE) in 2020, the S2021 Luna-Jiménez Institute for Social Transformation Ending Racism Together Virtual Workshop, and three trainings/workshops in S 2022: Kevin Kumashiro's opening of semester Keynote "Naming the Moment, Naming Our Intervention: Five Lenses for Education, Democracy, and Justice," and Julie Chen and Ginelle Wolfe on "Structural Racism" and "Intervention." No one of these trainings adequately prepared folks for what they faced last year, though each one offered insights and/or strengthened EA's ability to respond more effectively. What did seem to help was developing a community of mutual learning and support.

Recognizing that this work can be traumatizing for many who are likely to initially take it on and that there are always inevitable power differences among those on hiring committees of all sorts is an important piece of moving this forward without utterly burning EAs out. Also needed is a process for defining what makes someone eligible to serve in this capacity and what does not.

- What should be considered the core topics and what might be considered enhanced topics?
- How many hours are involved?
- Should there be flexibility in allowing EAs to choose enhanced topics, perhaps from their own disciplines?
- How much training is enough?
- How long is that training good for?
- What sort of support is available for those who serve?
- Who monitors the process and how?

These are the elements that those funded as faculty (and eventually staff) leads would work with colleagues to define.

Elements suggested for training based on work done by EAs this past year

In group discussion and on the shared discussion documents from 2021-22, these are the topics that EAs felt would be most useful to doing the work of an EA well:

- Training on biases of all types
- Basics of power across diffs—inequities/histories
- How to best deal with the inevitable power differences in EA work
- Best equity-minded hiring practices
- Knowledge of our hiring policies
- Basics in facilitation, conflict resolution, mediation, intergroup dialogue training, and how to deal when out of comfort zone or in over one's head
- Gathering and use of data for continuous improvement
- Regular group practice sessions on effectively interrupting racism and all inequitable practices from our differential positions—these need to be ongoing as it's more like practicing tai-chi.

Additionally, it would be extremely helpful to have the Faculty Hiring Handbook.

These are the core issues that whatever training is developed out of this process should address.

Fall 2022 (*Revised from original S2022*)

1. Identify 1-2 faculty from those trained as EAs, preferably those whose scholarship includes analysis of equity-issues, and, if possible given current constraints, 1-2 staff members (or possibly hire a consultant) to:
2. Study the best practices laid out in *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education*

3. Review the materials available through the CSU portal, those gathered last year, and those offered through data-informed programs such as those offered by USC's [Race and Equity Center](#) in consideration of the elements listed above
4. Develop offerings and processes that address the issues raised in the background section for our campus to use in 2023-24 with the expectation of reassessment for the following year.
5. Develop trainings for new EAs to serve on all hiring committees.
6. Develop refresher trainings a process by which those trained maintain status as EAs
7. Develop trainings and a process for a cadre of trainers to carry on the work.

Spring 2023

Those chosen to lead in the fall will follow through on the above tasks with the goal of offering trainings in late spring for faculty and in summer for MPPs and possibly some selected staff.

The FEAP program under the leadership of Raquel Baker and support of Jules Balén, brought Kevin Kumashiro as a Keynote to campus and organized monthly EA meetings that included two recorded trainings on “Structural Racism” and “Interventions” with facilitated discussions. These produced rich conversations about what EAs most need in terms of training and support in order to better do this work.

Fall 2023 (*Revised from original S2023*); *this semester is not currently covered in the original budget.* Ongoing - Faculty and Staff Equity Advocate Trainers will:

1. Continue delivering Equity Advocate Training to the remaining faculty, staff, and administrators in their respective units and
2. Work with the Faculty Affairs Committee, CEAR, and Senate Exec to begin the process of developing policies on mandatory EA Training for faculty. Also work with HR, Staff Council, Senate Exec and the President's Council to begin the process of developing related proposals for staff.

See call for leads in Documents below.