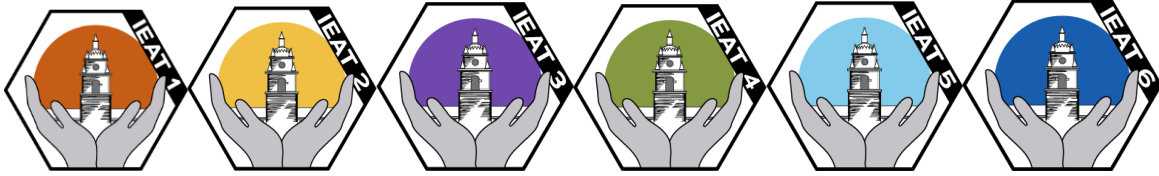


IEAP Initiative Status Report

Spring 2024



Theme Number: IEAT # 2.2/2.3
Initiative Title: Equity Advocate Training / Expansion
Lead(s): Jules Balén & Christy Teranishi Martinez (AVP Gina Gibau)
Status: In progress (ongoing need)
Status Report Due: *Monday, October 7 at 8:00 AM* (send to alex.padilla@csuci.edu)

A. 2023-24 Evaluation and Findings

1. Evaluation Strategy:

- a. *How did you evaluate the effectiveness of this initiative? (e.g., metrics identified, data collected, timeline)*

Metrics include recruitment & hiring data as well as EA focus group assessments of hiring practices and ways to improve our processes.

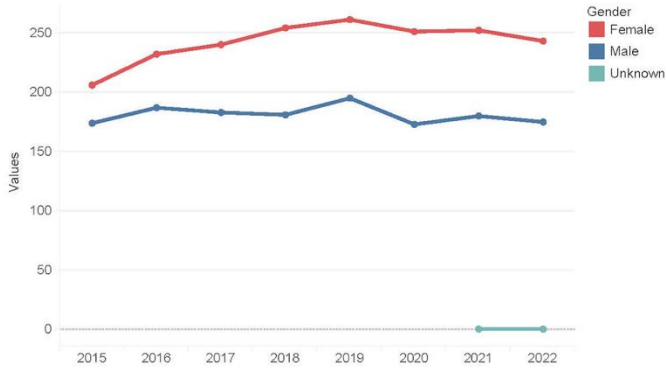
- b. *Attach or link to your data and/or analysis of data.*

Faculty Gender Diversity

NOTE: These numbers are not current because CHRS is not yet producing accurate data for 2023 and 2024.

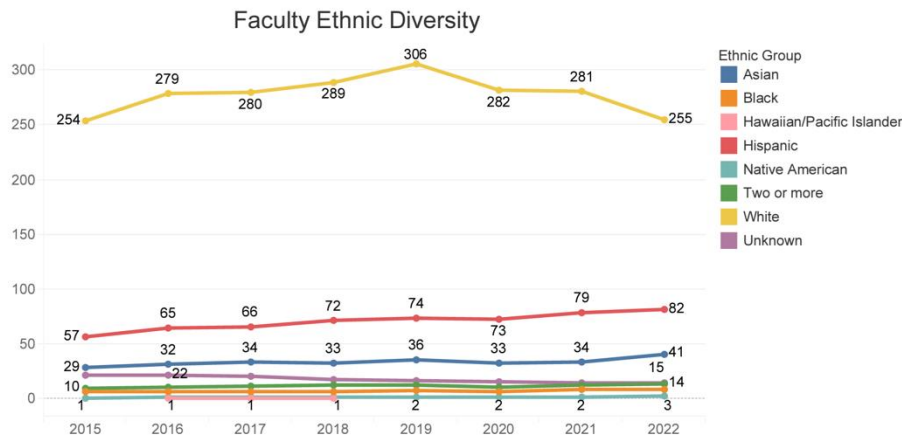
Hiring data shows steady improvement with the institution of FEAP involvement in TT faculty hiring. Although there is a steady trend of a majority being female faculty, we are beginning to see it taper off, and we are starting to assess those who identify as non-binary, transgender, and gender fluid.

Faculty Gender Diversity



Faculty Ethnic Diversity

NOTE: These numbers are not current because CHRS is not yet producing accurate data for 2023 and 2024.



From 2015 to 2022, the Latinx/Chicanx faculty doubled from 15% to 32%, reflecting our advancing faculty diversity efforts. During this time frame, AAPI faculty increased from 7.6% to 8.6% and Black faculty increased from 1.3% to 3.5%. We realized we could do better, practicing intentional hiring and training EAs to interrupt biases and facilitate more equitable hiring practices on DSCs.

Gender and Ethnicity Breakdown of 2023-24 Faculty Hiring Process

Ethnicity/Race	Non-Hispanic							Other/Decline
	Hispanic	White	Black	AAPI	2+	NAIS	Native Hawaiian	
Hired N=11	2 18.20%	4 36.40%	3 27.30%	1 9.10%	0.00%	1 9.10%	0.00%	2 18.20%
Finalists N=30	10 33.30%	9 30.00%	5 16.70%	7 23.30%	0.00%	2 6.70%	0.00%	7 23.30%
Applicants N=521	80 15.40%	186 35.70%	32 6.10%	222 42.60%	0.00%	13 2.50%	1 0.20%	67 12.90%

Gender	M	F	Nonbinary	Decline
	Hired N=11	2 18.20%	8 72.70%	0 0.00%
Finalists N=30	8 26.70%	19 63.30%	1 3.30%	2 6.70%
Applicants N=521	270 51.80%	227 43.60%	7 1.34%	17 3.30%

During AY 2023-24, we assessed the gender and ethnicity breakdown of the applicants, finalists, and TT faculty hired. While there is a higher percentage of male applicants (52%), the majority of finalists and faculty hired are women (73%). Although we had 7 applicants who identified as non-binary, the gender diversity of faculty has not increased.

Of the 521 applicants, 64% were from historically underrepresented groups (HUGs), and of the 30 finalists, 70% were from HUGs. At the end of our hiring process, of the 11 TT faculty hired, 64% were from HUGs demonstrating our initiatives have had an impact on our ability to hire more diverse faculty.

EA Debrief

At the end of AY 2023-24, we administered a survey to assess Equity Advocates' experience on the DSCs and gathered all Equity Advocates for a debrief meeting.

The majority of EAs reported that they perceived having "Quite A Lot" to a "Significant" impact on the outcome of their DSC hiring process. Some benefits they described were:

- Personal and professional growth
- Deepened understanding of diversity, equity, and inclusion (DEI) principles, applying them in meaningful ways within the context of academic hiring
- Ability to have an impact on the hiring process providing insight at higher levels (i.e., Chairs and Deans)
- Improving the ways committees and departments work by helping colleagues to be more aware of unconscious bias, making the search process more equitable, diverse, and inclusive
- Ability to work collaboratively with colleagues from various disciplines and backgrounds
- Being part of the process to hire new faculty and be part of their journey while getting to know them

At the EA debrief in spring 2024, EAs discussed primary challenges they encountered and made suggestions for improving the equity advocate role and experience.

Challenge: There is not an equitable process for how EAs are placed in DSCs. We need to work on how and who gets asked. For example, some faculty get asked frequently while others rarely get asked; and

some are asked within their same School or Department although it should be more diversified across disciplines.

Suggestions:

- Create random assignment of EAs on a DSC
- Have list of Disciplines EAs prefer to serve on (e.g., for those that feel they have a specialty field or do not feel comfortable serving in certain areas).
- Bring a list of DSC openings to EAs with express purpose of making sure that new faculty EAs get placed in departments with which they are likely to gain experience serving on a DSC already well versed in best practices.
- Place more seasoned EAs on DSCs that are likely to need more help in developing more equitable practices.

Challenge: There are challenges in defining and supporting EA leadership and interventions. Sometimes EAs feel like outsiders because they perceive they are viewed as gatekeepers. They do not feel the committee makes them feel included or create a sense of belonging to the DSC.

Suggestions:

- Institute an equity check-in. For example, EAs should call out things that are not working or questionable and slow down the process when it is a good time to disrupt.
- Set a process and chain of command: Go to Chair and beyond that go to Dean, and then go to AVP and Provost.
- Develop an EA Council for a safe space to bring issues to strategize challenges: Vote for confidential EA Advisory Board group.

2) Findings and Recommendations:

There is no length requirement or word limit for your narrative responses. Please be thorough yet succinct, keeping in mind that initiative status reports are published via the [IEAP website](#).

a. What did you learn?

We are making slow but steady progress by developing more equitable hiring practices and more effective EA and DSC training, which is reflected in the diversity of the applicant pools and new tenure track hires. Senate policy for hiring TT faculty is being more vigorously implemented. EAs are becoming more seasoned in their roles, and DSCs are becoming more accustomed to EAs on their hiring committees. Administrators are also learning their roles in relationship to Senate policy. We are advancing faculty diversity and developing more equitable hiring processes--though there are certainly still bumpy spots along the road. The recently released TT Faculty Hiring Handbook will also help to enhance more diverse and equitable hiring processes and develop clearer roles and responsibilities for Equity Advocates, administrators, and faculty serving on DSCs.

We have trained a total of 36 faculty to serve as EAs via face-to-face training, workshops and a newly developed Canvas course. Since several EAs have left, some are on leave, and some are overextended, we have only 12 EAs who are available during AY 2024-25 of which only 7 are available to serve in fall 2024. We are barely meeting our needs to fill the required EA positions on the fall DSCs. We need to evaluate this more fully, but one suggestion is to develop a more

streamlined, equitable practice for assigning EAs. In the past, DSC chairs were left to go fishing for available EAs and would often randomly reach out based on the full list of EAs. As a result, some EAs ended up feeling pressured, serving on too many committees while others did not get asked at all. We are piloting a new system this year to address this issue.

EAs need support. Until all DSCs are already skilled in best practices, EAs are likely to find their jobs challenging. Some have encountered barriers and inequities in their role. We have proposed the development of a possible EA Council or EA Advisory group to assist EAs currently serving on a DSC to brainstorm avenues for dealing with an immediate challenge or barrier they may not be able to resolve on their own. The idea is to develop an EA Advisory group comprised of EAs who have served on three or more DSCs who could mentor and/or provide advice to EAs who are faced with a challenging situation during the hiring process. This is being explored further this year.

b. Were the values of diversity, equity, inclusion, and/or accessibility measurably advanced through this initiative in 2023-24? How do you know?

Data show that during AY 2023-2024, we were successful in recruiting and hiring more diverse tenure track faculty. Of the 11 TT faculty hired, 64% were from HUGs, including 2 Latinx/Chicanx, 3 Black/African American, 1 Asian Pacific Islander, 1 Native American/Indigenous and 1 mixed ethnicity/race; while 3 white faculty were hired.

c. Based on what you experienced and learned through this IEAP initiative in 2023-24, what are your recommendations specifically relative to the value of, ongoing need for, and/or necessary revisions to this initiative, going forward?

The original plan calls for training of the trainers and expanding the training across all areas of hiring. This plan assumed that appropriate training was readily available and affordable, and that those who volunteered would be able to do so on a more ongoing basis without support. It also assumed a one-size-fits-all approach without regard for the very different ways that we do hiring at different levels. What we found is that the outside training that is available offers helpful insights, but not the sort of hands-on approach that addresses how to implement policy and practices on our campus. It is also quite expensive.

To address these challenges in training, IEAP funding was used in 2022-23 and 2023-24 to research, develop, pilot, and refine training that is more appropriate to working with the TT faculty hiring policy. We now have in place a functional online component and in-person workshops that do the job reasonably well and that will be more supportable over time. While we continue to refine this process, we can now assess how to translate this same EA training process as we hire administrators, staff, and non-TT faculty. We recommend starting with administrators as without leadership at that level, the dedication to this work will falter, especially in challenging economic times.

We propose the next step is to partner a faculty FEAP lead and FD faculty fellow with appropriate leads from HR to assess policy and propose any appropriate changes to require EAs in administrative-level hiring processes, build training for administrative hires based on the current EA training model, and, if time permits, test drive the training--though it is likely that our pilot test would occur during the following academic year. Funding for this would be comparable to that budgeted for last year for the DAA end of things, including partial buyouts for leads and minimal funding for focus groups, etc.

B. Budget Report:

Complete this section only if the initiative received dedicated IEAP funding or reallocated divisional funds.

NOTE: It seems that the funding for the FEAP Lead course buyout for spring never made it to the department and therefore, does not show as spent.

1. *Total budget for 2023-24:*
 - IEAP funding (Accounting String: GD905 – 310898-S0032): \$31,989
 - Reallocated divisional funding: \$0

2. *Expenditures: What are the categories of goods/services on which funds were spent, and how much was spent per category?*
 - 2 Faculty Leads F 2023 Release Time - \$15,232.47
 - FT Faculty, Additional Employment for feedback on course - \$1,405.46
 - Business Meals/Hospitality - \$115.62

3. *Unexpended funds of total budgeted, as of 6/14/2024:* \$ 15,235.45 (Had this been properly processed in both spring 2023 and spring 2024, \$7371 would have gone to Psychology in each year. By rights, \$14,742 total should be reallocated to Psychology's budget.)

C. 2023-24 Reflections, Comments, and Suggestions:

Is there anything else about this initiative that you would like to add? e.g., Have new questions or opportunities come up through your experience in leading this initiative?

Our current capacity for doing this foundational work is limited. Faculty, staff, and administrators are generally stretched quite thin and need reassigned time in order to take on what is very important foundational work. This team has worked hard to consider continuity and sustainability over time in hopes that these efforts do not falter and the progress we make is not lost. Hiring is a very expensive process and should not be taken lightly. The importance to our institution of doing this job well and equitably cannot be overstated. It is the most foundational investment in our future.