

**Educational Equity Committee**  
**2020-21 End of the Year Report**  
**May 2021**

**Membership**

Anwar Alroomi, Member  
Martha D. Escobar, Chair  
Xochitl Flores-Marcial, Member  
Marquita Gammage, Member  
William Garrow, Member  
Oren Jeffries, EOP Administrative Support  
Jinah Kim, Member  
Mariano Loza-Coll, Member  
Rose Merida, Member  
Theresa Montano, SEC Liaison  
Denise Nguyen, Member  
Shiva Parsa, Executive Secretary  
Carmen Saunders-Russell, Member  
Terri Todd, Member  
John Valdovinos, Member

The two central goals of the Educational Equity Committee (EEC) are “sustaining educational equity through development, promotion, maintenance and institutionalization of activities and programs which further our understanding of individual and group diversity” and “ensuring that the concepts and dimensions of educational equity are advanced and incorporated into every aspect of university activity including in academic programs, extra-curricular activities, and employment practices.” To further these goals, during the 2020-21 academic year the EEC engaged in a number of activities:

- collaborated with Faculty Affairs and the Chief Diversity officer to hold two faculty hiring workshops;
- held two community building events;
- established an ad hoc committee to examine the teaching evaluation process and research best practices to make recommendations;
- organized around faculty needs during the pandemic, particularly those of caregivers, including helping organize two townhalls and presenting Faculty Senate with the “Resolution in Solidarity with Faculty During Pandemic,” which passed unanimously;
- participated in the University Budget Program Group discussion on the HEERF budgets and provided input;
- and engaged several campus stakeholders and decision-makers on several educational equity concerns to collectively move the campus in a positive direction.

The role of the EEC in the faculty hiring workshops were to collaborate in structuring and presenting the workshops, which consisted of basic procedures for hiring search committees and a diversity training component. The workshops were 1.5 hours, with about half of the time allocated to diversity training. These workshops have been taking place for years and overall, they do not seem to be very productive in shifting hiring practices to diversity the faculty. Only the diversity representative for the hiring search committees is required to attend and the amount of time allocated is extremely limited. We look forward to the findings and recommendations of Dr. Sylvia Macauley and Dr. Elena Miranda, Faculty Equity Advocates for Recruitment and Retention, and we hope to work with them and others to create meaningful change in this area.

Due to the isolation created by the pandemic and its negative impact on our campus community members, we organized two community building events, “Building Community and Making Connections at CSUN” held on November 30, 2020 (see Appendix A, B, and C) and “Building and Celebrating Community,” held on April 21, 2021 (see Appendix D and E). The purpose of the first event was to connect with recent faculty hires and provide a space for them to share some of their struggles. People shared the challenges they faced during the pandemic and pre-tenure faculty shared a lot of concerns they have over the RTP process. The purpose of the second event was to celebrate CSUN faculty and staff who earned their doctoral degrees in 2020. This was an extremely meaningful space. Dr. Dezell Johnson, one of the celebrated individuals, shared after the event that this is one of the few times he has felt seen on campus. Also, a lecturer inspired by the event followed up with Dr. Martha Escobar to discuss enrolling in CSUN’s Educational Policy and Leadership Studies doctoral program and is moving forward with this (see Appendix F). Overall, both events were extremely productive in our community building efforts.

The EEC has been engaging the issue of teaching evaluations for a few years. We are concerned that unconscious bias and other issues have not been addressed in the process and that, in some

cases, they are used punitively to make RTP decisions (see Appendix G). This year we established an ad hoc committee through the EEC headed by Dr. Suzi Spear, who is an incoming EEC member and has been doing significant work on this issue. The purpose of the committee is to gather data and models to present the campus with a proposal to use student feedback more productively.

We also spent significant amount of time engaging issues and addressing the concerns of campus caregivers, including faculty, staff and students. Our organizing included meeting with campus community members to develop strategies to address the challenges that the pandemic presented to caregivers. Our efforts resulted in developing and unanimously passing the “Resolution in Solidarity with Faculty During Pandemic” (see Appendix H).

Related to our caregiving efforts, we participated in the University Budget Program Group’s discussion on HEERF awards. Our input informed the allocation of resources in the HEERF awards to direct more support to students and some support for caregivers.

Finally, we engaged several stakeholders and decision-makers on ways to move the campus in a positive direction on issues of educational equity. Throughout the semester, Martha Escobar, Chair of the EEC, met individually with several campus community members, including Dr. Suzi Spear, Dr. Elena Miranda, Dr. Sylvia Macauley, Debra Hammond, Shelley Ruelas-Bishop, and Dr. Amanda Quintero to discuss relevant issues and strategies. Guests that attended our meetings and engaged us in discussion include Provost Mary Beth Walker, Chief Diversity Officer Nataly Mason-Kinsey, Dr. Suzi Spear, President Erika Beck (see Appendix I), Dr. Amanda Quintero, Dr. Kent Baxter, Dr. Melanie Bocanegra, Dr. Matt Cahn, Dr. Robert Espinoza, Dr. Jimmy Gandhi, Dr. Diane Guido, Dr. Paul Lazarony, Dr. Sylvia Macauley, Renee Martinez, Dr. Elena Miranda, Dr. Theresa Neubauer, Dr. Whitney Scott, Dr. Yan Searcy, Dr. Jackie Stallcup, and Dr. Shari Tarver-Behring. During our last meeting on May 10<sup>th</sup>, we had twenty-two guests who engaged the EEC in a discussion on the meaning of educational equity for our campus and how to develop our campus’ institutional strategic plan on educational equity (see Appendix J).

During our last meeting, we also discussed our goals for the 2021-22 academic year. Our hope is to present a plan to the campus on ways to engage student evaluations in ways that foster faculty development; continue working on issues of caregiving; work with and support the work of Dr. Sylvia Macauley and Dr. Elena Miranda on faculty recruitment and retention; and work with the campus community to develop our institutional strategic plan to build the university our students deserve. We appreciate the commitment of campus leadership to issues of educational equity and social justice and hope that adequate resources will be allocated to make the changes necessary.

In the appendix section we included some relevant materials in relation to our work.

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Appendix A.  
Flyer, "Building Community and Making Connections at CSUN" (Nov. 5, 2020)

**CSUN'S EDUCATIONAL EQUITY COMMITTEE  
INVITES YOU TO**

**Building  
community and  
making connections  
at CSUN**

**Please come to our community building event to  
connect with other faculty, and especially to  
support faculty of color.**

**November 30, 2020, 5-6:30p.m.**

**Registration:**

**[https://csun.zoom.us/meeting/register/tZYrdOGgr  
D1pGNCxkXE8ZPvBCcrpG9kA0kor](https://csun.zoom.us/meeting/register/tZYrdOGgrD1pGNCxkXE8ZPvBCcrpG9kA0kor)**

The EEC's mission is to support educational equity and faculty diversity at CSUN:  
<https://www.csun.edu/educational-equity-committee>

**Appendix B.  
Program Schedule, “Building Community & Making Connections at CSUN” (Nov. 5, 2020)**

**BUILDING COMMUNITY  
AND MAKING CONNECTIONS AT CSUN**

**NOVEMBER 30, 2020  
5:00-6:30PM**

**PROGRAM**

**5:00 WELCOME**

**5:15 COMMUNITY CHECK-IN**

**5:30 MAKING CONNECTIONS: BREAKOUT ROOMS**

**Discuss the challenges you've faced since  
sheltering in place.**

**How can the collective help address concerns expressed  
by non-tenured and part-time faculty?**

**Share visions for campus equity and action ideas  
to move in that direction.**

**6:00 WHOLE GROUP REFLECTION AND FUTURE GOALS**

**EEC Committee Members: Martha Escobar, Chair, Anwar Alroomi,  
Mariano Loza Coll, Marcella De Veaux, Xochitl Flores-Marcial,  
William Garrow, Oren Jeffries, Jinah Kim, Rose Merida, Denise  
Nguyen, Shiva Parsa, Carmen Saunders-Russell, Teri Todd, John  
Valdovinos**

**Appendix C.**  
**Letter to Campus Community, “EEC Building Community and Making Connections  
Report and Other Updates” (Dec. 14, 2020)**

Dear Campus Community,

On Monday, November 30<sup>th</sup> the Educational Equity Committee (EEC) held an event, “Building Community and Making Connections at CSUN,” which was attended by thirty-four people from across campus, mostly faculty. More than anything, we wanted to provide a space for faculty to connect with one another given the isolation most of us are experiencing. We write to relay what was conveyed in the event.

We began by asking people to do an anonymous poll to assess what is missing for them to be holistically well. We then shared and discussed the twenty-four responses. The emerging themes are being overwhelmed with the increased labor added to most people, both at the professional level (e.g. increased class sizes) and personal level (e.g. childcare); difficulties managing everything; feeling isolated and having a desire to connect with other people; lack of time and space for ourselves; fatigue from how much screen time is required of us; and a need for intentional and consistent support from our leadership for our health and wellness.

Our discussion also addressed specific concerns from pre-tenure faculty. These include bias and unfairness with the peer and student evaluations required for the Retention, Tenure, and Promotion process, and worry that the Provost’s message of being generous during this difficult moment has not been evenly communicated to everyone involved, including faculty going through the process. In response, we shared that the Academic Senate of the CSU passed [AS-3450/Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Academic Year 2020-2021](#), which recognizes the exceptional circumstances the pandemic has created and exacerbated. For example, that resolutions states in one of the resolves ”That the ASCSU recognize the inherent and systemic biases in peer observations and student evaluations, including racial/ethnic, gender, sexuality, age, appearance, and other biases, and that such biases are likely exacerbated by teaching remotely.” However, we have yet to hear how our campus is responding to the resolution’s concerns and suggestions. Additional concerns communicated are finding mentors and allies on campus; the inability to progress in our research; not having input in how the campus is operating during budget cuts; and disappointment in not being asked by university leadership how faculty are doing.

Overall, the event provided important space for us to share and process some of what we are going through and was an important opportunity for connection. Sharing and witnessing our collective struggles helps us to not feel so alone. As the EEC, we recognize that there is tremendous work being done across campus to move us in a positive direction. We share all of this with you to ask that we work together more cohesively and with more intention to make CSUN more equitable, including for our faculty.

Sincerely,

Martha D. Escobar, Ph.D.  
Professor, Department of Chicana/o Studies  
Executive Director, Project Rebound  
Chair, Educational Equity Committee  
California State University, Northridge

Appendix D.  
Flyer, "Building and Celebrating Community" (April 21, 2021)

# EDUCATIONAL EQUITY COMMITTEE

# BUILDING & CELEBRATING COMMUNITY

JOIN US IN CELEBRATING  
DR. HELEN HEINRICH  
DR. DEAZELL JOHNSON  
DR. VANESSA L. MARTINEZ  
DR. ALEX OJEDA &  
DR. FREDDIE SANCHEZ  
CSUN FACULTY AND STAFF  
WHO EARNED THEIR  
DOCTORAL DEGREES IN 2020



**WEDNESDAY, APRIL 21, 2021 | 12PM-1:30PM**

**ZOOM ID: 816 8253 4654**

**PASSCODE: 355763**

Please email  
martha.d.escobar@csun.edu  
for ASL accommodations at  
least five business days prior  
to the event.

**CSUN.**

Faculty  
Senate

Educational Equity  
Committee

Appendix E.  
Program Schedule, “Building and Celebrating Community” (April 21, 2021)

# PROGRAM

**WELCOME & INTRODUCTIONS**

**12:30-12:40**

**PARTICIPANT PRESENTATIONS**

**12:40-1:00**

**PANEL DISCUSSION**

**1:00-1:30**

**Q&A/CELEBRATION**

**1:30-1:45**

**Appendix F.**  
**Email Message from Lecturer to Martha Escobar, “Hoping that you have a few minutes”**  
**(May 5, 2021)**

Dear Martha,

I hope you and your family are doing well.

Thank you for agreeing to meet with me to discuss my desire to complete my higher degree. The presentations of CSUN's ELPS Doctoral Program graduates were so inspirational that I am considering applying to the program. I would love to briefly meet with you to explore research topics that could benefit Project Rebound.

I can only imagine how busy you are these days, but if you have 15 minutes, I would love to meet with you. I am available on Mondays and Wednesdays (any time that is convenient for you). I am also available on Tuesdays and Thursdays after 3 pm.

Thanks in advance,

**Appendix G.**  
**Email Message to Provost Mary Beth Walker, “Teaching Evaluations Follow Up”**  
**(November 11, 2020)**

**Teaching Evaluations Follow Up**

Escobar , Martha D <martha.d.escobar@csun.edu>

Tue 11/17/2020 7:11 AM

To: Walker, Mary Beth E <marybeth.walker@csun.edu>

Good morning Dr. Walker,

I hope you are doing well given everything going on. I'm following up from our discussion at the last Educational Equity Committee meeting regarding RTP evaluations. I know that RTP process is moving forward quickly and wanted to inquire if your office has been able to convey a centralized message to the Deans, Chairs, and Personnel Committees regarding expectations given the ongoing pandemic and social crises.

On our part, we are meeting with a few people that have been doing research on biases in teaching evaluations and hope to develop some form of resolution or policy recommendation to present to the larger body of Faculty Senate. That is going to take some time, but we hope to have something passed by the end of the academic year.

I know you are limited on time, but I want to share with you some of the thoughts people shared with some of us. There is a sense that in some cases, the evaluations are used punitively without support for further development of faculty. There is a consensus that students' voices need to be listened to. At the same time, we need to consider how they are incorporated in the RTP process and how much support is provided to faculty when certain patterns in our teaching do arise. In some folks' experiences, negative statements by students were used against them without having a conversation, much less institutional support, to productively address student concerns (or assess whether they were valid points). There is also concern regarding whether and how the survey questions are structured and validated. Someone brought up an example of a question on their evaluations that asks students to assess the faculty member's competency to teach the subject matter. She questioned whether students who are in the class to learn the material are equipped to make such assessments. Another faculty member shared a racist statement made by a student in their evaluation.

Given these shared experiences, we would like to see changes in how teaching evaluations are used. We understand that not every department or college engages this process in the same way. However, as noted by several folk, some spaces do use them punitively. As much as possible, we would like to move away from practices where teaching evaluations are used to argue against promotion and tenure and toward a model where, if problematic/negative patterns are evident, institutionally we work with the faculty member to develop skills to address these issues. We welcome suggestions you may have for possible steps forward. I will share your response with the EEC and faculty working on this issue.

Best,  
Martha

Martha D. Escobar, Ph.D.  
Professor, Department of Chicana/o Studies  
Executive Director, Project Rebound  
Chair, Educational Equity Committee  
California State University, Northridge

**Appendix H.**  
**“Resolution of the Faculty Senate Regarding Solidarity with Faculty During the  
Pandemic” (April 2021)**

**RESOLUTION**

**of the**

**Faculty Senate**

**Regarding Solidarity with Faculty During the Pandemic**

**April 2021**

WHEREAS, the COVID-19 pandemic has created and exacerbated grief and bereavement, isolation, loss of income and fear for many CSUN community members, including many faculty, resulting in decreased wellness and mental health; and

WHEREAS, caregiving burden has significantly increased for CSUN employees in two-working parent families, single-income families, single-parent families, under-employed families, multi-generational families, families without access to affordable and safe childcare, families with elderly people that require care, families with members who have chronic illnesses, families with members with mental health issues, and families with members with special needs that required more attention; and

WHEREAS, caregiving labor inequitably affects women, and such inequities can be further enhanced by issues of class, race, and other social categorizations; and

WHEREAS, pivoting to online instruction has increased time and labor spent on teaching and service for many faculty; and

WHEREAS, increasing course cap sizes and reducing access to course release time creates unhealthy working conditions for faculty; and

WHEREAS, the university’s response for impacted faculty to take unpaid leave (which is neither equitable nor reasonable), delay the tenure clock (a practice that has been shown to negatively impact women and people of color in particular), or rely on individual supervisors for accommodation has proven inadequate to address the devastating burdens created by a global pandemic on many of our faculty individuals; and

WHEREAS, the CSU system is one of the largest employers in the state, and taking the lead on supporting caregivers, especially women from underserved communities will significantly contribute to offsetting the dangerous gendered and racial divide caused by the COVID-19 pandemic; and

WHEREAS, significant scholarly work demonstrates that teaching evaluations are normally biased against women, people of color, and faculty from other under-represented groups, all of which will likely be augmented during a time of crisis in our community that disproportionately affects the very targets of such biases; and

WHEREAS, the current situation has negatively impacted the ability of many faculty to engage in research and scholarship, including challenges such as travel restrictions, lab and archive closures, conference and performance cancellations, cuts to faculty development funds, closure of research and art production venues, inability or limited ability to conduct human subjects research, publication delays, and systemic closures of schools/childcare; and

WHEREAS, all the aforementioned excruciating working conditions for faculty often affects the quality of education for students; and

WHEREAS, CSUN's response to this crisis will determine what the professoriate at CSUN looks like for years to come; and

WHEREAS, CSUN makes an important contribution to the workforce of the state and the country, and any failures to fully protect its diverse faculty will have a negative impact on the training, preparation and social empathy of its graduates for years to come; therefore, be it

RESOLVED, that Faculty Senate recognizes the dual roles of colleagues and caregivers, stands in solidarity with all caregiving faculty, staff, students and administrators, and will encourage institutional policies that advocate for support of caregivers; and be it further

RESOLVED, that Faculty Senate will encourage efforts of relevant campus entities, including but not limited to the CFA, Faculty Senate's Personnel Planning & Review committee, and the colleges' and departments' personnel committees to implement policies that conform to Achievement Relative to Opportunities (ARO) principles, which enable Retention, Tenure and Promotion (RTP) reviews to evaluate candidates fairly based on their individual review-period professional accomplishments by taking into account unexpected or disruptive circumstances during that period that may have curtailed the candidate's normal ability to achieve expected outcomes; and be it further

RESOLVED, that Faculty Senate will advocate that caregiving faculty, will be given more opportunities to avoid new course preparations each semester; and be it further

RESOLVED, that caregiving faculty will have flexibility in selecting modalities in teaching and office hours for fall 2021 and spring 2022 in compliance with existing CSUN COVID regulations; and be it further

RESOLVED, that the Faculty Senate will support initiatives by the Personnel Planning and Review Committee, in partnership with the Associate Vice President for Faculty Affairs, Chief Diversity Officer, and other relevant entities to examine and implement established best practices in supporting caregivers on the tenure track, and propose Administration Manual language on the

rights and accommodations of caregiving faculty, including but not limited to how to present a gap in teaching, research, or service due to the birth or adoption of a child or unusual need to become a full-time caregiver; and be it further

RESOLVED, that Faculty Senate will advocate to lower the increased workload added during the pandemic, including lowering course enrollment caps to pre-pandemic numbers and making them more equitable across colleges and departments; and that minimum enrollments be reduced as faculty and students transition from online to face-to-face; and be it further

RESOLVED, that course releases for time intensive administrative labor will be reinstated and protected; and be it further

RESOLVED, that caregiving librarians, coaches and counselors will be given greater flexibility that is equivalent to their unit 3 colleagues; and be it further

RESOLVED, that additional counselor faculty should be hired to deal with the ongoing demand for mental health services as a result of the pandemic; and be it further

RESOLVED, that a campus-level COVID-era Career Support Committee (CFCSC) – or an alternatively named equivalent – be created to examine COVID era impacts on faculty, staff and students and make recommendations to the campus leadership on steps to mitigate the harm experienced; be it further

RESOLVED, that Faculty Senate will advocate for transparency, accountability and timely dissemination of information on COVID-impacted matters, including but not limited to RTP processes and budgets and allocation of resources, including obtaining and reviewing reports of dispensation of funds; and be it further

RESOLVED, that CSUN will advocate to revise and extend for the 2021-2022 academic year the Impacts related to COVID-19 on Operations MOU signed on June 5, 2020 by the California Faculty Association and the California State University; and be it further

RESOLVED, that this be distributed to President Erica Beck, Provost Mary Beth Walker, Vice Provost Matthew Cahn, Associate Vice President for Faculty Affairs Diane Guido, Associate Vice President of Academic Resources and Planning Diane Stephens, Senior Director of Institutional Research Janet Oh, Associate Vice President of Student Success Melanie Bocanegra, Associate Vice President for Undergraduate Studies Elizabeth Adams, all Deans and Chairs, all faculty, the ASCSU, and the CFA.

**Appendix I.**  
**Email message to President Erika Beck, “President Beck’s visit with the EEC Meeting”**  
**(March 9, 2021)**

**President Beck’s visit with EEC Meeting**

Escobar , Martha D <martha.d.escobar@csun.edu>

Tue 3/9/2021 8:56 AM

To: Beck , Erika <erika.beck@csun.edu>; President's Office <president@csun.edu>  
Cc: Kim, Jinah <jinah.kim@csun.edu>; Flores-Marcial, Xochitl M <xochitl.floresmarcial@csun.edu>; Loza Coll , Mariano A <mariano.lozacoll@csun.edu>; Todd, Teri A <teri.todd@csun.edu>; Saunders-Russell, Carmen T <carmen.saunders@csun.edu>; Garrow, William G <william.garrow@csun.edu>; Parsa, Shiva <shiva.parsa@csun.edu>; Jeffries, Oren C <oren.jeffries@csun.edu>; Valdovinos , John <john.valdovinos@csun.edu>; healthhuman2@csunas.org <healthhuman2@csunas.org>; Rose Merida <president@csunas.org>; Alroomi, Anwar S <anwar.alroomi@csun.edu>; Gammage , Marquita M <marquita.pellerin@csun.edu>; Montano, Theresa <theresa.montano@csun.edu>; Montano, Theresa <theresa.montano@csun.edu>; Duran, Nelida <nelida.duran@csun.edu>; Walker, Mary Beth E <marybeth.walker@csun.edu>; Evans Taylor, Genevieve M <genevieve.evanstaylor@csun.edu>

Good morning President Beck,

Thank you for engaging the Educational Equity Committee at our meeting yesterday. We truly hope that we work together meaningfully to make CSUN into the university that our students deserve. I wanted to follow up on our discussion on what we mean by equity and how do we know we reached a point where equity is achieved.

As I shared yesterday, my primary concern are our students and ensuring that they have equitable opportunities to succeed. As you know, the majority of our students are students of color (about 75%) and most are Pell Grant eligible (about 60%), which means that many of them live precarious lives, including food insecurity, houselessness, and issues of mental health. CSUN exists because of our students, and, in addition to the experiential knowledge and critical insight they bring into higher education, we also benefit tremendously from their presence because, for example, we are categorized as a Title IV institution, an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and a Hispanic Serving Institution (HSI). However, one of the problems I have witnessed is that, while we use these statuses to access grants and other resources, they do not always center the needs of the very students that make it possible for us to secure these resources. It is because of our student population that we obtained almost \$48 million through the HEERF I and now stand to receive \$74 million from HEERF II. However, the current proposed plan for the HEERF II allocates less dollars to direct student aid than the HEERF I. Leadership proposed to invest only 6% into student basic needs but are proposing to allocate 18% into technology and 16% into the auxiliaries. This semester alone I have dealt with three major student crisis and the systems that we have in place at CSUN have not been sufficient to address these needs. Several of us are in conversations with Colin Donahue and others on re-thinking the proposed HEERF II budget. However, if we collectively grounded ourselves in an equity and a care-first approach, faculty would not have to do so much institution-building work. The right thing would be done to begin with.

Related to resources, one of the patterns that we see is that there is tremendous use of equity and diversity discourse, but often it is not substantiated with resources and mechanisms to accomplish these professed goals. There are several positions in place dedicated to these issues, including the Chief Diversity Officer, Associate Vice President of Student Success, Director of Equity and Diversity, the two Faculty Equity Advocates, and now the Special Assistant to the President for Inclusive Excellence. In addition, there are committees dedicated to this work, including the EEC and the President's Commission on Diversity and Inclusion. However, these positions and committees often lack any meaningful power in terms of implementing policy and enacting systemic change. We need to sit down collectively and figure out what our vision is and how do we move in the desired direction.

A care-first and equity approach would have meant that the Chancellor’s Office and CSUN’s leadership would have more effectively addressed the needs of caregiver-employees. As you know, since the beginning of the pandemic, our work and personal lives have collided in our homes. For faculty, the lack of support for caregivers has affected our teaching, scholarship and service, and it disproportionately affects women. In a moment of global crisis when we needed the most support from our leadership, the response has been increased class sizes, reduction of release time, and loss of employment for many lecturers and staff. Part of the response has been access to faculty development trainings and online resources on wellness. In normal conditions, these would be great, but in this

moment, these responses put the burdens created by a global pandemic on individuals. For faculty who come from precarious communities, we are often the first and sometimes only person to receive higher education, which means that we are often responsible for securing necessary resources for family and community, including bilingual and bicultural services, and financially contributing to support extended family and friends. A care-first and equity response to caregiver-employee needs would have meant that we would not have to fight so hard to obtain some level of relief.

As noted yesterday, issues of equity are also evident in hiring, retention, and mobility. As you know, there is an inverse relationship between our students and faculty where students of color are the vast majority but faculty of color are the minority. I hear from staff and faculty that for folks of color on campus, mobility tends to be horizontal, whereas for white folks, mobility tends to be vertical. In addition, data from Institutional Research demonstrates gaps in salaries for faculty, where Chicana/Latinx tend to be at the bottom, followed by Blacks, then Whites, then Asian Americans.

Of particular concern for the EEC are issues related to the RTP process. In terms of teaching evaluations, there is a tremendous body of literature that demonstrates that they are biased against women, people of color and other marginalized folk. Why do we continue to use such a flawed tool to make decisions over people's lives? I agree that student input is extremely important, but the way that teaching evaluations are used is punitive and not very productive. In this moment of global crisis, how are we going to collectively ensure that systemic inequalities are not further cemented? For example, many people's ability to make contributions to their fields have been stunted by conditions not of their own making. How are we going to ensure that individuals are not penalized in this moment?

Getting closer to equity also means that the worth and deservingness of particular bodies, fields, colleges, types of work, etc. are already assumed and that we do not have to constantly demonstrate why we are worthy of existence. I am in Chicana/o Studies and I have always engaged in social justice and equity work. For years we fought alongside the other Gender & Women's Studies and other Ethnic Studies departments for our right to exist. On campus, we are perceived by many to be less rigorous, more emotional, and overall less worthy than other fields, especially those in STEM. Achieving equity would mean that we don't have to take on battles over our existence anymore because our worth is a given.

Finally, crucial components of building the university that our students and that we all deserve is ensuring transparency, accountability and meaningful collaboration. Oftentimes decisions are made and many in the community are left wondering how this or that happened. Allocation of resources should be equitable and budgets should not only be disseminated, but presented in ways that are accessible and digestible by anyone on campus. When making position appointments, the community needs to not only be aware but have an ability to engage in the decision-making process. And non-punitive systems of accountability need to be established so that when folks make decisions or act in ways that go against our community's core values, they are called in and held accountable at the same time that their fostered to grow from the experience.

In this current moment of crisis, we are being asked by our campus leadership to make sacrifices-sacrifice our income and take unpaid leave if the combined labors of teaching and caregiving are too much; sacrifice our time, energy and mental health pivoting to online teaching and teaching more students; sacrifice our lecturers who are losing their employment and possibly entitlements, and all of this is being asked from us by administrators, most of whom make more than the governor of California. Our collective response to this global crisis just does not sit well if we are serious about engaging issues of equity and social justice in genuine ways.

There is a lot more that we need to think through, but I wanted to put these issues on your radar as you complete your listening tour and begin to develop a plan of action with the community. I look forward to continuing this critical conversation.

Martha D. Escobar, Ph.D.  
Professor, Department of Chicana/o Studies  
Executive Director, Project Rebound  
Chair, Educational Equity Committee  
California State University, Northridge



*"I'm no longer accepting the things I cannot change...I'm changing the things I cannot accept." -Angela Davis*

**Appendix J.**  
**Email Message to Campus Leaders, "Invitation to last EEC meeting" (May 1, 2021)**

## Invitation to last EEC meeting

Escobar , Martha D <martha.d.escobar@csun.edu>

Sat 5/1/2021 8:56 AM

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Good morning everyone,

I'm reaching out to invite you to the Educational Equity Committee's last meeting for the year on May 10, 2021. For the first part of the meeting (11am-11:50am), we want to engage folks in leadership positions in a dialogue on our collective vision for educational equity. I understand that this is short notice, but we would greatly appreciate your engagement. Please confirm sometime this upcoming week if you will be able to attend and I will provide zoom information.

Best,

martha

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Executive Director, Project Rebound  
Chair, Educational Equity Committee  
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*"I'm no longer accepting the things I cannot change...I'm changing the things I cannot accept." -Angela Davis*