

**Final Report to the Academic Senate from the Ad Hoc Task Force on Diversity
Executive Summary and Recommendations
September 30, 2010**

OVERVIEW

Looking back to three years ago when the Senate and the faculty expressed concern about a number of issues on campus, including diversity, it is clear that **the campus has made significant and tangible progress in a number of areas.**

- **creation of the Senate's Ad Hoc Task Force on Diversity** at the end of the Spring 2008 semester;
- **creation of the President's Diversity Council** at the beginning of the Fall 2008 semester;
- **open forums on diversity** (one was held for students on November 19, 2008 and three additional sessions for the campus community were held on March 24, 25 and 26, 2009);
- **creation of a web page for the Ad Hoc Diversity Committee** with assistance from Laurel Holmstrom that includes basic information about the committee's charge, as well as all of its reports (during the Fall 2008 semester);
- **a Town Hall Meeting on Diversity** involving the AHDC, the PDC and the California Faculty Association's Affirmative Action Committee on March 19, 2009;
- **return of the Center for Culture, Gender and Sexuality (now named the Multicultural Center or MCC) to the Division of Student Affairs and Enrollment Management** in July, 2009;
- **referral of the Senate of three faculty members to serve on the advisory board of the Multicultural Center (MCC);**
- **funding of Halualani and Associates to complete a diversity mapping project** whose final report was presented to the campus on 9/28/10;
- **funding of a part-time three-year appointment of a Faculty Director of Diversity and Inclusive Excellence** as of the Fall 2010 semester;
- **part-time reassignment of three professional staff in Residential Life to provide consistent professional staffing of the Multicultural Center (MCC) as of Fall 2010;** and
- **creation of a permanent Senate Diversity Subcommittee** as of Fall 2010.

In addition, there were resolutions in the Senate:

- **creation of the Senate's Ad Hoc Diversity Committee (AHDC)** on May 22, 2008;
- **passage of a Resolution Condemning Hate Crimes Against Members of the Campus Community** that the Senate approved on October 30, 2008;
- **approval of a Resolution which contained recommendations regarding the Center for Culture, Gender, and Sexuality (CCGS)** that was endorsed by the Student Affairs Committee and the Senate on May 7, 2009;
- **creation of the Senate's Diversity Subcommittee** through changes to the by-laws of the Senate (Spring, 2010).

We know that several programs and many people at SSU are engaged in excellent work in support of diversity, but we need to take action with intention and coordination in order to continue to move forward. We are also mindful of the current budget situation that may mean that many of the recommendation that involve funding are unlikely to be implemented immediately.

The following recommendations are either a restatement of those contained in our initial report to the Senate last Fall, or ones emerging from our current report. We have grouped the recommendations into those for students, faculty and staff, university-wide and the Senate and ranked them as "highest priority," "secondary priority" and "tertiary priority."

Recommendations re: Students (Highest Priority)

1. Identify the resources to **augment the SAEM budget to fund a minimum of one full-time SSP II or III position in the Multicultural Center (MCC)** to work with the three primary groups it was designed to serve. The director's position for the Center still remains unfilled, which has made it especially difficult for students from diverse backgrounds to see the MCC as a resource.
2. Request that the University **identify the resources (outside of the existing SAEM budget) to fund an additional full-time counselor position in Counseling and Psychological Services who can again provide victim's or student advocate support to these students**, many of whom have left SSU due to their traumatic experiences and a lack of on-campus support. We **urge that it be established and filled this semester** so that the students entering SSU this Fall will have an on-campus resource available to them that will be a critical asset in their recovery and retention at SSU (and hopefully avert another complaint being filed with the U.S. Department of Education's Office for Civil Rights).

3. Request that the University **restore funding for the positions in Advising, Career and EOP that were eliminated upon the departure of their incumbents.** These are critical positions that actively support retention, especially for low-income, first-generation students.

Recommendations re: Students (Secondary Priority)
4. **Request that the Student Union return the third room to the Multicultural Center** (it was formerly the Intercultural Center and is currently being used for storage). In addition, we urge that **any decision about this space not be limited to ASI, but also include discussions with the Interim Vice President for Student Affairs and Enrollment Management and the faculty representatives to the newly created advisory board for the Multicultural Center (or the full board).**
5. **Request that SAEM create a permanent Women's space** in the Multicultural Center and develop programming and staffing with expertise in issues specific to the concerns of women.
6. Continue **training students in the residential community regarding cultural sensitivity.**
7. Request that **Advising, Career & EOP Services (ACE) staff who deliver EOP services** to a similar special population with a proven record of success **continue to serve all RUP students.** However, we are concerned about **the ability of the currently reduced staff to continue to provide this support in the coming year.**
8. **Restore funding for programming to the Multicultural Center in conjunction with the history months, the Heritage Month Lecture Series, and Unity through Diversity month.**
9. Request that **programming through the Multicultural Center and ASP be done in consultations with relevant academic schools and departments** (including, but not limited to the history months, the Heritage Month Lecture Series, and Unity through Diversity month).
10. **Improve coordination of the specialized graduation celebrations for under-represented students and communication about them to the campus community, especially invitations to those students being honored.**
11. **Appoint the advisory board for the Multicultural Center and schedule a meeting as soon as feasible.** It is also recommended that the issue of a **permanent name for the MCC be on the agenda for this advisory committee.**
12. Request that SAEM **designate a person to be is responsible for the recruitment, retention and graduation of students from diverse backgrounds.**
13. Request that the University **identify ways to support existing diversity efforts and provide enough funding to programs that specifically support diverse students** including, but not limited to, the Multicultural Center (MCC), EOP (Educational Opportunity Program), Summer Bridge, the History Month Celebrations, Unity through Diversity Month, the Heritage Month Lecture Series, Commencement celebrations (Black, Raza and Rainbow), MESA, and Disability Services for Students (DSS).
14. Request that the University **restore funding to SAEM at all levels** such as advising, career, counseling and psychological services, Disability Services for Students (DSS), Educational Opportunity Program (EOP), University Support and Preparation Services (USPS) and Campus Life. Of particular importance is the need to devote **more resources for the Outreach and Recruitment of underrepresented students.**

Recommendations re: Students (Tertiary Priority)
15. **Restore funding for paid Work-Study internships in the Multicultural Center** to ensure more diverse students supporting the clubs that serve under-represented students.
16. **Schedule receptions in the Multicultural Center (MCC) based on gender, disabling condition, and religious belief,** as these are also groups served by the MCC according to the flyers available at its opening reception.
17. Request that the University **identify funding to offer training on best practices for creating effective learning environments** in which students feel safe, respected, appreciated, included, motivated, and effective human beings and learners; this includes facilitation of difficult dialogues.

Recommendations re: Faculty and Staff (Highest Priority)
18. Request that Employee Relations and Compliance **gather and disseminate relevant and accurate information about the diversity of SSU faculty and staff,** as well as strategies for increasing the diversity of our workforce, with department chairs/managers, search committees as searches are initiated, and relevant Senate committees (including Faculty Standards and Affairs Committee (FSAC) and the Diversity Subcommittee).
19. Request that Employee Relations and Compliance **provide accurate data to the university and recommend pro-active solutions for any issues related to diversity that are identified** (and that the Division of Administration and Finance support **increasing the staffing of the ERC for compliance support** as soon as budgets permit).

Recommendations re: Faculty and Staff (Secondary Priority)

20. Request that Employee Relations and Compliance, in conjunction with Faculty Affairs and Employee Services, **analyze data regarding current faculty and staff with disabling conditions and recommend any necessary pro-active solutions to barriers that are identified** and share their recommendations with the Cabinet, SSU Managers, and relevant Senate committees (including Faculty Standards and Affairs Committee (FSAC) and the Diversity Subcommittee).
21. Request that the Vice President for Administration and Finance **designate a person to be responsible for the recruitment, retention and promotion of staff and administrators from diverse backgrounds.**
22. Request that Employee Relations and Compliance **verify all of the data in PeopleSoft in terms of sex and ethnicity (which is in progress) so that accurate and complete reports can be generated** which will allow the University to engage in meaningful planning to enhance its diversity.
23. Request that Employee Relations and Compliance consult with Faculty Affairs and Employee Services in generating the Affirmative Action Plan to **ensure the accuracy and relevance of the analyses and that relevant data (including historical trends) be shared** with the Cabinet, SSU Managers, and the chairs of academic departments.
24. Request that the University **ensure that its Affirmative Action Plan complies with current federal regulations, as well as state and/or system-wide guidelines**, and is an accurate reflection of the current workforce.
25. Request **an analysis of the staffing and funding of coaches for women's athletics programs in light of the differential salaries of male versus female coaches and the limited number of women coaching women's athletic teams.**

Recommendations re: Faculty and Staff (Tertiary Priority)

26. Request that the University **provide support for those appointed to any Director of Diversity and Inclusive Excellence positions and identify funds to provide relevant training** to ensure their success in these roles.

University-Wide Recommendations (Highest Priority)

27. Request that the President or the President's Diversity Council **establish a prompt and effective system of immediate response to acts of racism, sexism, homophobia**, etc. through opening campus dialogue through workshops, town halls, open forums, etc.
28. Request that the President's Diversity Council **reinstitute annual Campus Climate surveys** of faculty, staff and students to identify areas of concern and recommend appropriate remedies to address them.
29. Request that the President, his Cabinet and the President's Diversity Council take a leadership role in **aligning the University goals, funding, and policies to ensure a sustainable diversity infrastructure.**

University-Wide Recommendations (Secondary Priority)

30. Request that the University **provide sustainable funding to programs that specifically support diverse students:** CCGS, EOP/Equal Opportunity Programs, Summer Bridge, History Month Celebrations, Multicultural and other clubs serving underrepresented groups, Commencement celebrations (Black, Raza and Rainbow), and Disability Services for Students/DSS;
31. Request that the Faculty Director of Diversity and Inclusive Excellence (and those hopefully filling comparable roles for students and staff) address the issue of **recognizing that majority professors, staff and students have a crucial role in moving the diversity agenda forward** and assist them in so doing.
32. Request that the University **review its policies regarding rentals and other charges (use of the dorms, food services) for programs serving under-represented, low-income and/or first generation students (including the space currently used by the Multicultural Center).**
33. Request that the University **create a centralized campus resource to effectively communicate and coordinate diversity-related activities and actions.**
34. Request that the members of the Senate Diversity Subcommittee, other relevant Senate Committees, the President's Diversity Council and the Director of Diversity and Inclusive Excellence **review the University's progress on the recommendations contained in the AHDC reports submitted to the Senate on 10/1/09 and 9/30/10.**

University-Wide Recommendations (Tertiary Priority)

35. Request that the University continue to identify ways in which it can provide **financial assistance to all students whose citizenship status (AB 540) makes them ineligible for most forms of federal and state support.**
36. Request the **President's Diversity Council synthesize the recommendations from the Senate's Ad Hoc Diversity Committee into the final version of the campus Strategic Diversity Plan.**

37. Request that the Provost and Vice President for Academic Affairs **utilize the existing process through the Senate's Structure and Functions Committee to fill all faculty seats on the President's Diversity Council** (which are listed as being annual appointments) and also clarify the terms of service for its current members.
38. Request that the University **identify funding to offer training on best practices for creating effective learning environments in which students feel safe, respected, appreciated**, included, motivated, and effective human beings and learners; this includes facilitation of difficult dialogues.

Recommendations to the Senate (Highest Priority)
39. Request that the Senate's Structure and Functions Committee **ensure that remaining vacant seats on the Senate Diversity Subcommittee are filled as quickly as possible** (Student Services professional and a student appointed by the Associated Students).
40. Request that EPC, as well as the Senate and school-wide General Education Committees, **follow-up on the curricular issues component of the Diversity Mapping Project report and the need to address issues of diversity across the curriculum.**
41. Request that the Senate Diversity Subcommittee **follow-up on the recommendations in this report, conduct an analysis of our current curriculum (in conjunction with EPC) in terms of diversity issues, and, on an on-going basis, review the University's progress in addressing diversity issues** and, in conjunction with the Faculty Standards and Affairs Committee (FSAC), increasing the diversity of its faculty. We also request that they **review the feedback (raw data) received as part of the Ad Hoc Diversity Committee's Open Forums in March of 2009 to determine if further strategies and recommendations should be developed.**

Recommendations to the Senate (Secondary Priority)
42. Request that the Senate Diversity Subcommittee (in conjunction with the Faculty Standards and Affairs Committee) have as part of its responsibility **request and review an annual report from Employee Relations and Compliance (ERC) and Faculty Affairs including new hires, promotions, separations and salaries of faculty and staff** and request that ERC create a system for ensuring that the reports are based on as accurate and complete sex and ethnicity data as possible.
43. Request that the Senate Diversity Subcommittee and the Senate's Student Affairs Committee **review the work of the Multicultural Center, its staffing and its funding on an annual basis.**
44. Request that the Senate and its Diversity Subcommittee **sponsor an annual campus-wide Diversity Forum to assess our status, monitor the progress of diversity efforts and identify any areas of concern.**

CLOSING REMARKS

Diversity has been identified as one of the top priorities of this campus by different entities and it is included in several strategic plans, materials, and reports, as well as the charge of many committees:

- The President Diversity Council (PDC),
- The Academic Senate's Ad Hoc Committee on Diversity,
- CFA's Affirmative Action Committee (Sonoma Chapter),
- The Senate Diversity Subcommittee,
- The University's responses to WASC in 2007 and 2009,
- Academic Affairs Strategic Plan,
- GE Reform plan,
- Recent reports from the Academic Senate's Academic Planning and Educational Policies Committees,
- University 102 classes (specific learning objectives),
- New Student Orientation programs (diversity education component), and
- Mission statement of the University and several divisions on campus.

As we stated in our report to the Senate in October of 2009: “. . . *the question remains: how can we maintain the morale and trust of our SSU community if we do not start taking immediate action despite the current budget crisis? If diversity is a top priority, what will it take to be effective in obtaining funding to [continue to] move the diversity agenda forward in a coordinated fashion?*”

How can we sustain that forward movement? As we said last year, “*We need to align our goals, resources, and actions to invest in and support our current students, faculty and staff from diverse backgrounds and focus on their success in order to create a truly welcoming, inclusive environment (that is also mirrored in the surrounding community). Only then can we make significant progress in terms of recruitment, retention and graduation or promotion and create an increasingly diverse community at SSU.*”

We know that there are many at SSU who are committed to moving us toward the next steps so that the progress that has been made in the past three years can be both sustained and amplified. We are pleased to have been part of that forward motion on behalf of the SSU community.