

**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; and
- **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.

Final Report to the Academic Senate from the Ad Hoc Task Force on Diversity September 30, 2010

The Academic Senate established the Ad Hoc Task Force on Diversity (AHDC) on May 22, 2008.¹ The members of the Task Force were appointed in mid-October and held their first formal meeting on October 27, 2008. On May 21, 2009, the Academic Senate of Sonoma State University extended the existence of the Ad Hoc Committee on Diversity and the term of each member until October 1, 2009.² After giving its initial report to the Senate in the Fall of 2009, the remaining members of the Faculty and Staff subcommittee and those involved in preparing the History of Diversity Programs report continued to meet to finalize their reports. The purpose of extending the life of the committee was to allow it to complete the work it had begun and to deliver its final reports and recommendations to the Senate.

We have included the report to the Senate from October 1, 2009 (Appendix A) and the Comments Made by the Academic Senate's Ad Hoc Committee on Diversity (AHDC) 10/1/09 Academic Senate Meeting (Appendix B) for those who have joined the Senate this past year and recommend that all those on the Senate, as well as the members of its new Diversity Subcommittee, also use this opportunity to review our initial findings. After the presentation to the Senate at its 10/1/09 meeting, the members of the open forums subcommittee and the ex-officio members ended their service. From October 2009 to the present, the continuing members of the Task Force included:

Sharon Cabaniss	School of Science and Technology
Hee-Won Kang	School of Education
Barbara Lesch McCaffry	School of Arts and Humanities, co-Chair
Sandra Shand	Student Services Professionals
Erma Jean Sims	California Faculty Association (CFA)

Additional members included the 2009-2010 Chair of the Faculty, Susan Moulton, and Rashmi Singh (who had served during the prior year as the "replacement" for Erma Jean Sims as the CFA representative).

In addition, the former staff representative, Merith Weisman served as a consultant on specific issues and attended several of the meetings.

The Ad Hoc Diversity Committee completed its charge to hold open forums (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). A **final report from the Open Forums subcommittee** was provided to the Senate on October 1, 2009 and is on the Senate web page. **We again urge that the raw data collected at those sessions during the Spring 2009 semester be provided to the Senate Office, if this has not already occurred.**

The **final report from the Student Data subcommittee** was also provided to the Senate on October 1, 2009 and is posted on the Senate web page.

Our initial priority since 10/1/09 has been to complete the two remaining reports. The **final History of Diversity Programs report is now available and will be posted on the Senate web page** because there has now been sufficient opportunity for campus input to the draft report. **It has also been updated to include changes since October 1, 2009.**

¹ <http://www.sonoma.edu/Senate/Resolutions/Ad-HocDiversityCom.html>

² <http://www.sonoma.edu/Senate/Resolutions/resAdHocDivcont.html>

The Faculty and Staff Data subcommittee report has been much more problematic. After spending months requesting data, we discovered that there were major problems that we had not anticipated. After consulting with the Interim Vice Provost for Academic Affairs, Melinda Barnard, we reviewed the raw numbers and discovered that there was no way to accurately analyze the data as there were so many faculty for whom no ethnic identification was noted in PeopleSoft (there was no ethnic self-identification for close to 10% of the faculty) and that faculty who had previously self-identified as ethnic minority were now coded as Caucasian. It became clear that in the process of converting from the former CSU payroll system (PIMS) to PeopleSoft, there was no system utilized to ensure that data was accurately coded and faculty and staff for whom data was not available were not consulted. In addition, the numbers for faculty by department did not add up to the numbers reported by school or university-wide. After extensive review of the analyses provided by Employee Relations and Compliance (ERC) and Faculty Affairs (and the raw data upon which those analyses were made), the subcommittee concluded that there so many challenges to the accuracy of the data that could not be resolved that any analysis would be meaningless. In our discussions and our year-end status report to the Senate in May of 2010, we urged the University to **verify all of the data in PeopleSoft in terms of sex and ethnicity so that accurate reports could be generated** which will allow the University to engage in meaningful planning to enhance its diversity. We were assured that faculty and staff would be re-surveyed by ERC about their self-identification information and that analyses based on accurate information done in collaboration with Faculty Affairs would be available.

In July, an e-mail was sent to all faculty and staff by Joyce Suzuki of ERC dated requesting that we review current personal data in PeopleSoft.³ She said, “You have until September 30, 2010 to update your information using the new race and ethnicity categories. If you choose not to complete the resurvey form we will report you as ‘Race and Ethnicity Unknown’ unless you previously provided us race/ethnicity information, in which case, we will map you to an appropriate new category.” However, that e-mail was sent to faculty at a time when the majority of them were not in work status and there has been no subsequent follow-up. Therefore, it is unlikely that a significant number of faculty will actually comply unless **additional steps are taken by ERC (which is what we are recommending).**

The final report from the Faculty and Staff Data subcommittee is now available and will be posted on the Senate web page. As we have noted, it is more limited in scope than we initially anticipated. In light of the fact that we were unable to perform any meaningful analysis of data related to faculty and staff at SSU except in the aggregate as compared to other CSU campuses, **we strongly recommend that the new Senate Diversity Subcommittee (in conjunction with the Faculty Standards and Affairs Committee) have as part of its responsibility requesting and reviewing an annual report from ERC and Faculty Affairs including new hires, promotions, separations and salaries and requesting that ERC create a system for ensuring that the reports are based on as accurate and complete sex and ethnicity data as possible.**

“At the Senate meeting of 10/1/09, the Senate’s Ad-Hoc Diversity Subcommittee presented 24 of its recommendations for improving diversity on the SSU campus to the Senate for consideration. The Senate requested that the Ad-Hoc Diversity Subcommittee rank the

³ E-mail from Joyce Suzuki regarding “Change in Race and Ethnicity Collection and Reporting Requirements” dated July 7, 2010.

recommendations to come up with the top 5 recommendations. Subsequently, the AHDC asked the Senate Analyst to assist in producing a survey of all 24 recommendations that could be sent out to everyone on campus to derive a ranking based on a campus wide response.”⁴ We are indebted to Laurel Holmstrom-Vega, who with assistance from Professor Cora Neal (Mathematics and Statistics) created a survey that was sent to all faculty, staff and students and analyzed the results.⁵

The five highest ranked recommendations based on that survey were:

1. 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.;
2. Continue training students in the residential community regarding cultural sensitivity;
3. Provide enough 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;
4. Recognize that majority professors, staff and students have a crucial role in moving the diversity agenda forward; and
5. Align goals, funding, and policies to ensure a sustainable diversity infrastructure.

We recommend 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 monitor the University’s progress on these highest ranked recommendations, as well as the other contained in the reports submitted to the Senate on 10/1/09 (see Appendix B).

Toward the end of the Fall 2009 semester, Sharon Cabaniss and Barbara Lesch McCaffry also began to work with Senators Catherine Nelson and Sam Brannen to draft a **resolution to form a Senate Diversity Subcommittee, which was one of the recommendations in the 10/1/09 AHDC report**. It came forward to the Senate toward the end of the Fall 2009 semester, was referred to the Senate’s Structure and Functions Committee, and was approved in conjunction with changes to the by-laws of the Senate during the Spring 2010 semester.

While that this committee had its first meeting earlier this month, we are concerned that the election process in several schools was not openly or fully advertised due to the rush at the end of the Spring semester which may have prevented all those interested in serving from having their names on the ballots. We are also saddened to hear that the Library will not be filling its seat and hope that when staffing levels are restored, it will be able to do so. In addition, **as of this date, an election has yet to be held for the seat for a Student Services Professional and Associated Students has yet to identify a student to serve on the committee**. These openings, and the delay in filling the seat from the School of Science and Technology, have already had an impact on the committee’s ability to address its charge.

⁴ <http://www.sonoma.edu/Senate/ReportDiversityRecSurveySpring2010.pdf>

⁵ <http://www.sonoma.edu/Senate/ReportDiversityRecSurveySpring2010.pdf>

The existing Task Force Members also consulted with the Interim Vice President for Student Affairs and Enrollment Management (SAEM), Matthew Lopez-Phillips, and reviewed the status of the status of the **Center for Culture, Gender, and Sexuality (which was renamed the Multicultural Center at the beginning of the Fall 2010 semester)** with grave concern. The University concurred with our recommendation and the Center was returned to the Division of Student Affairs and Enrollment Management (SAEM) at the beginning of the 2009-2010 academic year. However, when it was transitioned from Administration and Finance (A &F) in July of 2009, no funding was provided to SAEM. In addition, SAEM was charged \$30,000 for the use of the space. While A & F covered that charge for 2009-10 and 2010-11, we are very concerned that a program specifically for students which has always been located in the Student Union is being charged rent for use of the space and again reiterate our **earlier recommendation 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.**

It is crucial that the third room (formerly the Intercultural Center and currently being used for storage) be returned to the Center. This was a critical space that has been used as a lounge for diverse students to share concerns in a safe environment. As a follow-up to a discussion at the Senate on 5/18/10, Senator Janet Hess wrote to Vice President Furukawa-Schlereth requesting his support for the “**creation of a permanent Women's space** from the side lounge presently used for storage in what is supposed to be the Center for Culture, Gender, and Sexuality.”⁶ At a recent Senate meeting, the Vice President indicated that the third room would no longer be used for storage and that his intention to consult with ASI about alternative uses for the space. Since it has historically been a space used by the Center and prior to that the Intercultural Center **we urge that any decision about the space 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).**

For most of the 2009-10 academic year, the Student Discipline Coordinator (Mack Olsen) served in as the Coordinator of the Center on a part-time reassignment with support from a number of unpaid student interns who worked with the relevant student clubs. While many positive things have been supported by the Center, **the unpaid nature of the internships resulted in a less diverse group of working in the Center and supporting the clubs that serve under-represented students.** The issue of leadership was even more dire with Mack Olsen's departure. Under Mr. Olsen's leadership, the student interns and clubs (as well as Bruce Berkowitz and Associated Students Productions) supported programming for Black History Month (February), Women's History Month (March) and Raza/Native American Month (April). These efforts are to be commended. Kudos also go to Associated Student Productions for the Tim Wise diversity presentation and workshop. Mike Ezra and the Jewish Studies program also presented an initial Jewish Studies Lecture Series this Spring that brought very interesting programming to the campus that could be connected to ASP in future years. While all of these had a significant impact, there was **minimal connection to academic programs except for the events coordinated through ASP or those that originated in a specific academic department or program. We strongly urge that this change in the current academic year.**

⁶ E-mail from Janet Hess to Vice President Laurence Furukawa-Schlereth dated 5/18/10.

Another pressing and equally significant concern is the fact that **the director's position for the Center still remains unfilled and that there was not be a consistent professional staff presence in the Center for two years which made it especially difficult for students from diverse backgrounds to see the Center as a resource.** In the past, the Director of the Women's Resource Center and/or the Director of the Inter-Cultural Center provided support to students in crisis, often due to either an established relationship with that person or a referral by a friend or acquaintance. This is not possible when the Center is not consistently staffed and this is not a role which student interns or a part-time staff of three can easily fill. One impact of the lack of permanent professional staff occurred in the 1990s when an undergraduate student was the interim Director of the Women's Resource Center (WRC). The student working in the WRC filed a complaint with the U.S. Department of Education's Office for Civil Rights on behalf of another student who came to the WRC for advice.

In our year-end status report to the Senate in May of 2010, we expressed concern with the **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.** In spite of repeated requests from faculty and SAEM professionals for the past few years, the Raza and Black Celebrations are scheduled to start at the same time on the same night. In addition, notice of these events did not go out to the campus until two weeks beforehand. Both of these factors meant that fewer students and members of the campus community were able to attend. Poor attendance by the campus community at their events was one of the concerns raised by these students at the Open Forum held during the Fall 2008 semester.

At the end of the Spring 2010 semester with the departure from campus of Mack Olsen, Assistant Vice President for Student Affairs and Enrollment Management Chuck Rhodes assumed responsibility for coordinating the work of the Center. Over the summer, its **name was changed to the Multicultural Center (MCC) and at the beginning of the Fall semester, three staff in Residential Life were reassigned on a part-time basis to staff it.** It is clear that the three people working in the Center have knowledge and commitment, but concerns have been raised about continuity. Two of the incumbents are Residential Life Coordinators who are normally appointed to three-year positions; both of them are now in their second year at SSU.

There was also a request to the Senate to appoint **faculty representatives to an advisory board that was being created for the Center.** Professors Janet Hess (Hutchins), Christina Baker (AMCS) and Don Romesburg (WGS) were recommended by the Senate's Structure and Functions Committee. However, one of them recently noted **that the advisory board has yet to meet and that they were informed after the fact of the changes in name and staffing for the MCC.**

The **MCC has been restored as a vibrant space on campus for diverse students, but many have questioned the choice of names.** There was extensive discussion of the proposed new name in the Ad Hoc Diversity Committee and the issue was also raised during the Spring 2010 semester in the Student Affairs Committee and the President's Diversity Council. The term "multicultural" is one which has not been widely used since the 1990's and at that time was primarily used to include racially diverse groups (but not women, LGBTQ students, those in the disabled community or those from different religious traditions). **It is recommended that the issue of a permanent name for the MCC be on the agenda for its advisory committee.**

In addition, while there was a general reception and specific receptions for African-American, Latino, Asian/Pacific Islander, Raza/Native American, LGBTQ members of the University community in the past few weeks, there have yet to be **comparable events based on gender, disabling condition, and religious belief**. We recommend that this occur soon as these are also groups served by the Center according to the flyers available at its opening reception.

Over the summer, resources in the MCC, including **documents and banners from the WGS Club were moved and cannot be located**. We recommend that those currently coordinating the Center will work with that club to restore those resources.

While these are, for the most part, very positive steps forward, we have concerns about continuity in staffing beyond this year and the lack of funding in SAEM to recruit professionally trained staff to coordinate the work of the Center. **We again urge the University to identify the resources to augment the SAEM budget to fund a minimum of one full-time SSP II or III position in the MCC to work with the three primary groups it was designed to serve. We also recommend that the new Senate Diversity Subcommittee and the Senate's Student Affairs Committee will devote attention to the work of MCC, its staffing and its funding.**

Last year when we met with the Interim Vice President of SAEM, Matthew Lopez-Phillips, he indicated his intention to locate funds for a **victim's advocate or student advocate support position** in the Counseling Center who could fill some of the responsibilities of the former Sexual Assault Education Coordinator, thus limiting campus liability and improving the retention of affected students affected by sexual violence. We are very concerned about the reports to faculty from students of incidents of sexual assault and date rape for which they did not feel that they had received support from the University outside of assistance with medical needs or filing a report with the police. We urge 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 leave SSU due to a lack their traumatic experiences and on-campus support**. We realize that the budget is tight and that it would not be appropriate to ask the new Director of Diversity and Inclusive Excellence to take on these duties (as hers is not a position "covered" by confidentiality regulations), but identifying staffing for this issue is crucial. The fact that there are such limited resources on campus may also be of concern to the U.S. Department of Education's Office for Civil Rights.

As Senator Hess noted in her prepared statement to the Senate at its final meeting last spring:

Students are gathered here today because they are concerned about the lack of support for women at Sonoma State University. They are concerned about students formerly helped by the now collapsed and empty C.C.G.S. They are concerned about victims of sexual assault who need support. . . . The students gathered here thank the Administration for its efforts thus far. But we urge the President and V.P. to realize their promises to provide funding for a Sexual Assault Counselor, to hire a director for the C.C.G.S., AND to fund a resource person dedicated to working exclusively with women.

We understand that the Student Affairs Committee and the Interim Vice President for Student Affairs and Enrollment Management have been discussing this position, and **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).

We also urge the University to **identify ways to support existing diversity efforts** on campus including EOP, the Summer Bridge Program and MESA the latter of which as of the end of last semester was still struggling to identify the funds to continue in the 2010-11 academic year. We understand that in order to continue, **a minimum contribution from the University of \$25,000 for MESA** was needed. In addition, we are **gravely concerned with the elimination of positions in Advising, Career and EOP upon the departure of their incumbents (including the former Director of Advising, Career and EOP, Joyce Chong). These are critical positions that actively support retention, especially for low-income, first-generation students.**

During 2009-2010, **Advising, Career & EOP Services (ACE)** provided support to **assist students enrolled at SSU who had attended Roseland Prep University (RUP)** in being successful at SSU in light of the fact that the majority of the RUP students who first enrolled in the Fall of 2008 did not return for the Fall 2009 semester. This is further evidence that **without the appropriate and specialized student services support systems in place; diverse students from low income and underrepresented communities are not well retained during their initial transition by generic campus services and classroom contacts. We recommend that the ACE staff who delivers EOP services to a similar special population with a proven record of success continue to serve all RUP students. We are concerned about the ability of the currently reduced staff to continue to provide this support in the coming year.** We also recommend 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.**

Before his departure this summer, Provost Ochoa moved forward with plans to fund a part-time three-year position for a faculty member as the **Director of Diversity and Inclusive Excellence** (8 WTU per semester). The fact that the Associated Students, Inc. also supported the funding of a position dedicated to Diversity and Inclusive Excellence is especially appreciated. A number of faculty had hoped that concerned faculty who had been serving on the President's Diversity Council and the Senate's Ad Hoc Diversity Committee would be invited to participate in the selection process and that a full recruitment process would be utilized which yielded a pool of qualified candidates (which was not the case). Professor Elisa Vélasquez-Andrade, who has been actively involved with both the Senate's Ad Hoc Diversity Committee and the President's Diversity Council, was appointed by Provost Ochoa to a three-year term in this position. It should be noted that there were concerns raised at the end of the 2010 academic year about the process and the lack of any other candidates. We also hope that Academic Affairs (as well as the School of Social Sciences and Dean Leeder) will be able to **provide support for this new position and identify funds to provide training for the new director** to ensure her success in this role.

Rona Halualani and Associates were hired for the **diversity mapping project** that was completed in conjunction with the PDC's Strategic Area: Diversity in the Curriculum. While the preliminary report delivered to the President's Diversity Council on 5/19/10 was expansive and

included many solid recommendations, we are concerned that **the survey instrument that was utilized may not yield that type of results that will allow the University to move forward given the very low rate of response (10% for faculty and 13% for staff and administrators).** In addition, **the curricular data was gathered from the catalog** and an electronic draft was sent to department chairs over the summer when most were not in work status. Thus, **many departments may not have had an opportunity to thoroughly review the results and ensure the accuracy of what was reported.** We look forward to Dr. Halualani's presentation on 9/28/10. We also recommend that additional resource be identified so that some of Professor Halualani's recommendations can be implemented and that there is an interactive follow-up on the curricular information with department chairs to refine the results. **We recommend that EPC and the Senate and school-wide General Education Committees follow-up on the curricular issues component of the report and the need to address issues of diversity across the curriculum.**

We look forward to seeing the **Diversity Strategic Plan** that has been developed over the past two years by the **President's Diversity Council** and hope that it will **synthesize the recommendations from the Senate's Ad Hoc Diversity Committee into the final version** so that the University can truly move forward. We urge the new interim Provost to **utilize the existing process through the Senate's Structure and Functions Committee to fill all faculty seats** on that body (which are listed as being annual appointments) and to also clarify the terms of service for the existing members. There are many on the campus who are committed to enhancing diversity at Sonoma State and would welcome a chance to make a difference. We also hope that with the leadership of Dean Elaine Leeder as the current chair, that the Strategic Plan will also be updated to **include implementation strategies, priorities and funding recommendations.**

Finally, **the remaining members of the Ad Hoc Diversity Committee have also expressed a willingness to continue to serve until the Senate's Diversity Subcommittee is formed** and to provide assistance in the transition in the Fall of 2010.

We will be providing the Senate with an Executive Summary of our final report and recommendations at our presentation to the Senate on 9/30/10.

APPENDIX A

Report to the Academic Senate from the Ad Hoc Diversity Committee (AHDC) October 1, 2009

OVERVIEW

The Academic Senate established the Ad Hoc Diversity Committee (AHDC) on May 22, 2008.¹ The members of the AHDC were appointed in mid-October and we held our first formal meeting on October 27, 2008.

MEMBERSHIP

The members of the AHDC include:

	<u>Representing:</u>
Karen Brodsky	Library
Sharon Cabaniss	School of Science and Technology
Myron Jordan	Student representative (2008-2009)
Helen Kallenbach	School of Extended Education
Hee-Won Kang	School of Education ²
Barbara Lesch McCaffry	School of Arts and Humanities, Co-Chair
Derek Pierre	Student representative (2008-2009)
Sandra Shand	Student Services Professionals representative
Rashmi Singh	California Faculty Association (CFA) representative ³
Erma Jean Sims	California Faculty Association (CFA) ⁴
Elisa Vélasquez-Andrade	School of Social Sciences, Co-Chair
Merith Weisman	Staff representative
Vacant	School of Business and Economics

¹ <http://www.sonoma.edu/Senate/Resolutions/Ad-HocDiversityCom.html>

² Due to a scheduling conflict, Professor Kang was unable to participate during the Spring 2009 semester. Professor Erma Jean Sims served as her replacement as the School of Education representative during that semester.

³ During the Spring 2009 semester Professor Singh served as the CFA representative and she continued to serve on the committee through the Fall 2009 semester in light of her on-going involvement in the work of one of the sub-committees.

⁴ During the Spring 2009 semester Professor Sims served as the representative for the School of Education and Professor Rashmi Singh served as the CFA representative.

In addition, there were three ex-officio members:

Melinda Barnard	Faculty Affairs (FA)
Matthew Lopez-Phillips	Student Affairs and Enrollment Management (SAEM)
Joyce Suzuki	Employee Relations and Compliance (ERC)

We have also benefited from the involvement of Mack Olson (SAEM) and a student, Michael Grant, in several of our meetings and assistance with note taking by Aimee DeLeon of SAEM.

CURRENT STATUS

The AHDC completed its charge to hold open forums (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). A sub-committee, chaired by Professor Elisa Vélasquez-Andrade, analyzed the feedback we received at the March open forum sessions and prepared a preliminary immediate action plan report to the Senate at the end of May. A final report from that Open Forums sub-committee is attached.

The AHDC has two other subcommittees—one chaired by Professor Barbara Lesch McCaffry analyzing data on faculty and staff and one chaired by Professor Sharon Cabaniss analyzing data on students. Both of these sub-committees planned to analyze data from three distinct years (in five-year increments) to see areas of growth or those needing attention. Both groups have had significant challenges as data older than six years in both Student Affairs and Enrollment Management (SAEM) and Employee Relations and Compliance (ERC) were archived and then shredded per CSU mandate. In addition, we anticipated being able to access information on new hires, promotions, separations and salaries in the University's Affirmative Action Plan, as well as data relevant to faculty and staff with disabling conditions. Despite the collaboration of those from whom we have requested it, the data has been difficult to obtain. The student data sub-committee report is attached.

The faculty and staff data sub-committee had been assured that we would be receiving comparable data from ERC and Faculty Affairs by July 1st. However, the furlough issue had a significant impact on both of those offices. We received data from Faculty Affairs in early August and from ERC in late August and early September. Attached is a preliminary report from that sub-committee, all of whose members will be requesting permission from the Senate to continue to analyze the data we just received and to submit a final report to the Senate by the end of the Fall 2009 semester.

In addition, Sharon Cabaniss and Barbara Lesch McCaffry prepared a History of Diversity Programs with assistance from a wide range of current and former members of the SSU community. It was also sent in draft form to those who had provided comments, written sections or to whom these programs currently reported to ensure accuracy. As the report notes "the information contained in this report comes from a variety of sources and individuals and does not purport to be fully inclusive as we were unable to consult with the entire campus community, present and past. In addition, sometimes recollections of specific dates and names

of programs may vary.” An initial draft of that report is attached. We will post a link to this report on both Senate-Talk and Stafflink list serves and request comments and additions from others whose voices we may not have heard and request feedback by 10/31/09 with a final History of Diversity Programs report being issued prior to the end of the Fall 2009 semester.

It should be noted that with the exception of this summary report, the three sub-committee reports and the Summary of Diversity Programs represent the views of those on the specific sub-committee or group preparing the report rather than those of the committee as a whole. This is consistent with the 5/21/09 “Resolution of the Senate to continue its Ad-Hoc Diversity Committee until October 1, 2009” which states that:

... the Senate recognize that the Ad Hoc Committee on Diversity has formed three subcommittees, which are at different stages of completion with respect to their different tasks. Accordingly, the Senate understands that the work of one subcommittee may be completed and presented to the Senate while the work of the other subcommittee is still in progress. The Senate will accept multiple reports (including recommendations) and discharge one subcommittee while the others continue to complete its charge under this resolution. The Senate will accept but does not require an overarching report from the committee as a whole.⁵

We have established 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 its agendas and minutes.⁶ Professor Sharon Cabaniss has served as our liaison and will facilitate the addition of other materials as we complete our charge. We will post each of our reports and all supporting documents.

The request to evaluate curriculum was deferred until the open forums were held and the results analyzed and the assessment of the data on faculty, staff, and students was completed. Although we did not have a subcommittee analyzing curriculum, there are several recommendations in the attached reports which merit further examination.

In addition to the areas included in our charge, the AHDC was involved in developing a Resolution Condemning Hate Crimes Against Members of the Campus Community that the Senate approved on October 30, 2008⁷ and developed a set of recommendations regarding the current Center for Culture, Gender, and Sexuality (CCGS) which were endorsed by the Student Affairs Committee and the Senate on May 7, 2009.⁸

⁵ <http://www.sonoma.edu/Senate/Resolutions/resAdHocDivcont.html>

⁶ <http://www.sonoma.edu/senate/adhocdiversity.html>

⁷ <http://www.sonoma.edu/Senate/Resolutions/ResVandalismF08.html>

⁸ <http://www.sonoma.edu/Senate/Resolutions/CCGSrecoms.html>

The co-Chairs of the AHDC met with the co-Chairs of the President's Diversity Council and the Chair of the CFA Affirmative Action Committee prior to the Town Hall Meeting on Diversity. We all participated in it on March 19, 2009.

The AHDC was due to complete its charge by the end of the Spring 2009 semester. However, at the request of its members, the Senate extended the charge until 10/1/09.⁹ The resolution notes that the "purpose of extending the life of the committee is to allow it to complete the work it has begun and to deliver its reports and recommendations to the Senate. The Senate explicitly does not expect the committee to take up any new initiatives, even if the result will be that some aspects of the original charge are unfulfilled."

RECOMMENDATIONS

While we have much to share with the Senate in fulfilling our charge and addressing critical diversity issues over the past year, we have not been able to accomplish all that the Senate charged us to accomplish. Specifically, since two of the sub-committees are just completing their reports and one is still analyzing data and submitting a preliminary report, we have not had time to review them as a committee of the whole and "report [our] findings to the Senate as part of a coherent, articulated Diversity assessment with prioritized recommendations for action" as was requested in the original Senate resolution which formed the Ad Hoc Diversity Committee.¹⁰ We appreciate that the 5/21/09 Resolution includes, "The Senate will accept but does not require an overarching report from the committee as a whole," and with this in mind, are submitting the enclosed reports.

There are some who feel strongly that an on-going sub-committee of the Senate charged with addressing issues related to diversity be formed to continue some of the work that has begun and also fulfill the charge related to the review of curriculum in terms of diversity. Such a committee might be jointly housed under the current Standing Committees for Student Affairs and Faculty Standards and Affairs or the Senate might want to have those committees review these reports and make recommendations. There are others on the committee who did not concur with this recommendation, in part because the language of the Senate's 5/21/09 extension includes, "the Senate explicitly does not expect the committee to take up any new initiatives, even if the result will be that some aspects of the original charge are unfulfilled."¹¹

Since there is not a clear consensus of the members as to what to recommend to the Senate, we ask the Senate to address this issue and also to ensure that attention to these issues does not diminish when the Ad Hoc Committee on Diversity completes its charge.

As noted earlier, we also are requesting that the charge of our committee be extended to the end of the Fall 2009 semester in order for two specific tasks to be completed: feedback from

⁹ <http://www.sonoma.edu/Senate/Resolutions/resAdHocDivcont.html>

¹⁰ <http://www.sonoma.edu/Senate/Resolutions/Ad-HocDiversityCom.html>

¹¹ <http://www.sonoma.edu/Senate/Resolutions/resAdHocDivcont.html>

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Ad Hoc Task Diversity Committee
10/1/09 Report
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the campus resulting in a revision of the report on the History of Diversity Programs and a final report from the sub-committee on Faculty and Staff Data.

APPENDIX B

Comments Made by the Academic Senate's Ad Hoc Committee on Diversity (AHDC) 10/1/09 Academic Senate Meeting

OVERVIEW:

The members of the Ad Hoc Committee on Diversity have operated from a passionate commitment to issues of diversity and a hope that our efforts in the past twelve months will make a difference. There has been a high level of consensus in the committee on almost all steps that are being recommended. Each of the following reports represents the best thinking of the members of that the sub-committees (but do not necessarily represent the views of the other members of the Ad Hoc Committee on Diversity).

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 move forward. There needs to be a designated person who is responsible for the recruitment, retention and graduation of students from diverse backgrounds with a comparable position designated to work with faculty and staff.

MAJOR RECOMMENDATIONS FROM THE OPEN FORUMS SUB-COMMITTEE

Elisa Vélasquez-Andrade, Chair

1. Align goals, funding, and policies to ensure a sustainable diversity infrastructure.
2. Create a centralized campus resource to effectively communicate and coordinate diversity-related activities and actions.
3. Recognize that majority professors, staff, and students have a crucial role in moving the diversity agenda forward.
4. Create opportunities for instructors to share their successful teaching practices in infusing multicultural content and pedagogy AND offer professional development in this area.
5. Obtain 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.
6. Provide enough funding to programs that specifically support diverse students: CCGS, EOP/Equal Opportunity Program, Summer Bridge, History Month Celebrations, Multicultural and other clubs serving underrepresented groups, Commencement celebrations (Black, Raza and Rainbow), and Disability Services for Students/DSS.
7. Advance the multicultural competence of all SSU community members to foster effective and respectful personal and professional interactions among and between all people; across all settings, situations, and aspects of campus life.
8. Establish a prompt and effective system of immediate response to acts of racism, sexism, homophobia, etc., by opening campus dialogue through workshops, town halls, open forums, etc.

MAJOR RECOMMENDATIONS FROM THE STUDENT DATA SUB-COMMITTEE

Sharon Cabaniss, Chair

9. Initiate whatever process is necessary to bring permanence to the Vice President for Student Affairs and Enrollment Management (SAEM) position by Spring 2010. Permanence will empower this position to make critical decisions with regard to the management of the diversity programs within SAEM. Further, permanence will allow the Vice President to advocate for change regarding these programs within the rest of the University community.
10. 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 as outlined in the entire report. Of particular importance is the necessity to provide more resources for Outreach and Recruitment.
11. Request that the Student Affairs Committee (SAC) work closely with SAEM to help implement the relevant recommendations in both this and the Open Forums reports and work with both SAEM and academic departments to help improve advising, which is critical to retention efforts.
12. Designate one person to coordinate diversity efforts across the University with designated individuals in Academic Affairs, SAEM and Administration and Finance and have an open search process to fill the vacancy. According to the SSU Educational Effectiveness Review Portfolio¹ prepared for the Fall 2009 WASC visit, "The Division of Academic Affairs has adopted several diversity related initiatives. First, it will create 50% time base faculty position for an Inclusive Excellence Coordinator. Once the Diversity Strategic Plan [of the President's Diversity Council] is in place, the coordinator will help implement its initiatives and serve as a member of the PDC. The coordinator will also develop a series of professional development workshops for faculty, such as how to incorporate multicultural competence into the curriculum." However, it seems as of Fall 2009 that this effort has been postponed.
13. Delegate responsibility and allocate funding to the appropriate division for the design of on-going training for all faculty and staff on issues of diversity, "difficult dialogues," and multicultural competency and ensure that it is implemented. [This may be done by the new position mentioned in #12.]
14. Continue training students in the residential community regarding cultural sensitivity.

MAJOR RECOMMENDATIONS FROM THE FACULTY AND STAFF DATA SUB-COMMITTEE

(Barbara Lesch McCaffry, Chair)

15. It is recommended that Employee Relations and Compliance (ERC) consult with Faculty Affairs and Employee Services in generating the Affirmative Action Plan to ensure the

¹ http://www.sonoma.edu/aa/portfolio/ee_review/EER_Final/7-Diversity.pdf, page 13

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- 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.
16. It is recommended that relevant and accurate information about the diversity of SSU faculty and staff, as well as strategies for increasing the diversity of our workforce, be shared with department chairs/managers and search committees as searches are initiated.
 17. It is recommended 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.
 18. It is recommended that ERC 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).
 19. It is recommended that Faculty Affairs continue to support academic departments and tenure-track search committees including, but not limited to, researching and recommending best practices for enhancing the diversity of SSU's faculty and recommending pro-active solutions to the disparity in both the representation of ethnic minority faculty at SSU (as compared both to current availability and to other CSU campuses) and the differential in salaries of male and female full and associate professors at SSU. It is also recommended that an analysis be conducted to determine if comparable salary differences exist for ethnic minority v. non-minority faculty. It is further recommended that as soon as budgets permit, the Division of Academic Affairs increase the staff in Faculty Affairs available to support these functions.
 20. It is recommended 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.
 21. It is recommended that the Academic Senate 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 increasing the diversity of its faculty. Such a committee might work in conjunction with EPC, Faculty Standards and Affairs, and the Student Affairs Committee (and also look at issues that affect SSU students).

ACTION ITEM: We are requesting permission from the Senate to complete our analysis of recently received faculty and staff data for SSU (and the CSU) and provide a final version of this report to the Senate before the end of the Fall 2009 semester.

BRIEF COMMENTS ON THE HISTORY OF DIVERSITY PROGRAMS AT SSU

Sharon Cabaniss

ACTION ITEM: We are requesting permission from the Senate to send the draft report to the Campus community via Senate-announce and Stafflink to obtain feedback prior to October 31st and provide a final version of this report to the Senate before the end of the Fall 2009 semester.

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 several committees:

- The President Diversity Council (PDC),
- The Academic Senate's Ad Hoc Committee on Diversity,
- CFA's Affirmative Action Committee (Sonoma Chapter),
- The University's responses to WASC in 2007 and 2009,
- * Academic Affairs Strategic Plan,
- GE Reform plan,
- Current 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 several divisions on campus (including Administration and Finance) and in the University's Mission Statement.

However, 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 move the diversity agenda forward in a coordinated fashion?

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.

Submitted by Elisa Vélasquez-Andrade, Barbara Lesch McCaffry, and Sharon Cabaniss on behalf of the Ad Hoc Committee on Diversity

Name of Facilitator/Notetaker _____

Date of Open Forum

☐
☐
☐

Tuesday, March 24, 2009
Wednesday, March 25, 2009
Thursday, March 26, 2009

☐
☐

First Session
Second Session

Table Topic

☐
☐
☐
☐

1 Race and Ethnicity
Religion
Sexual Orientation
Other: Such as Age, Veteran, National Origin, Political Affiliation, Linguistic Ability.....

☐
☐
☐

Gender, Marital Status, Pregnancy, Parenting
Disability, Medical Condition
Economic Status and Classism

At your table number of:

Students
Faculty

Staff
Administrators

Have your group keep in mind their table topic and ask them to answer the following questions:

- 1 Tell us about a time when you felt diversity was valued, supported or recognized at SSU.
- 2 Tell us about a time when you felt diversity WAS NOT valued, supported or recognized at SSU.
What is the lesson to be learned for our campus?
- 3 Let's look forward to a time when SSU has been successful in its diversity efforts.
What would be different on this campus?
- 4 What are the most important things you want the campus to address in its diversity efforts?

List the key points that you heard from your group for each of the questions

- 1 Tell us about a time when you felt diversity was valued, supported or recognized at SSU

- 2 Tell us about a time when you felt diversity WAS NOT valued, supported or recognized at SSU.
What is the lesson to be learned for our campus?

- 3 Let's look forward to a time when SSU has been successful in its diversity efforts.
What would be different on this campus?

- 4 What are the most important things you want the campus to address in its
diversity efforts?

Your name (optional) _____

Tell us about yourself, are you a

☐

Student

☐

Staff

☐

Faculty

☐

Administrator

Please take a couple of minutes to answer the following questions. We would like to hear directly from you in your own words.

You may return your form to Elisa Velasquez-Andrade, Stevenson 3085

1 Tell us about a time when you felt diversity was valued, supported or recognized at SSU.

2 Tell us about a time when you felt diversity WAS NOT valued, supported or recognized at SSU. What is the lesson to be learned for our campus?

3 Let's look forward. SSU has been successful in its diversity efforts. What would be different on this campus?

4 What are the most important things you want the campus to address in its diversity efforts?

AD-HOC DIVERSITY COMMITTEE REPORT ON STUDENTS, Oct. 1, 2009

Subcommittee Members: Sharon Cabaniss, Professor, Mathematics Department
Matthew Lopez-Phillips, Interim Vice President,
Student Affairs and Enrollment Management (SAEM)
Merith Weisman, Coordinator, Center for Community
Engagement

The SSU Senate Ad Hoc Diversity Committee was created in May 2008 “to assess Diversity on campus in terms of race, color, religion, national origin, sex (including sexual harassment and sexual assault), sexual orientation, marital status, pregnancy, age, disability, medical condition and covered veteran’s status (as articulated in the University’s Non-Discrimination Policy⁶³¹). ... The charge to this committee will be to engage in a comprehensive review of the history and current status of Diversity at SSU at all levels, including (but not limited to): curriculum; faculty, staff and student activities for recruitment and retention and graduation or promotion; institutional programs; funding sources, and administrative support. It is also recommended that the committee expand its scope to include socio-economic status. This committee will report its findings to the Senate as part of a coherent, articulated Diversity assessment with prioritized recommendations for action. The recommendations would include targets, implementation strategies, time-lines and funding benchmarks.... The committee ... will assess and recommend targeted actions meant to resolve the concerns regarding the full scope of diversity issues at SSU.”² This report will use the word *diverse* to include all of the categories listed in the charge. Sources include University documents, various websites, personal emails and interviews, Senate resolutions, Open Forums, and many others as indicated. All are listed in the Footnotes or Appendix. [Note that terminology used in demographic data reflects the actual reports quoted.]

This report focuses on two important aspects of diversity as it pertains to students: recruitment and retention with a short preliminary discussion of curriculum. **Below are the major findings followed by several recommendations for various aspects of recruitment and retention.**

MAJOR RECOMMENDATIONS:

- A.** Initiate whatever process is necessary to bring permanence to the Vice President for Student Affairs and Enrollment Management (SAEM) position by Spring 2010. Permanence will empower this position to make critical decisions with regard to the management of the diversity programs within SAEM. Further, permanence will allow the Vice President to advocate for change regarding these programs within the rest of the University community.

¹ <http://www.sonoma.edu/uaffairs/policies/non-discrimination.htm>

² <http://www.sonoma.edu/Senate/Resolutions/Ad-HocDiversityCom.html>

- B.** 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 as outlined in the entire report. Of particular importance is the necessity to provide more resources for Outreach and Recruitment.
- C.** Request that the Student Affairs Committee (SAC) work closely with SAEM to help implement the relevant recommendations in this report and work with both SAEM and academic departments to help improve advising, which is critical to retention efforts.
- D.** Designate one person to coordinate diversity efforts with designated individuals in Academic Affairs, SAEM and Administration and Finance and have an open search process to fill the vacancy. According to the SSU Educational Effectiveness Review Portfolio³ prepared for the Fall, 2009 WASC visit, “The Division of Academic Affairs has adopted several diversity related initiatives. First, it will create 50% time base faculty position for an Inclusive Excellence Coordinator. Once the Diversity Strategic Plan [of the President’s Diversity Council] is in place, the coordinator will help implement its initiatives and serve as a member of the PDC. The coordinator will also develop a series of professional development workshops for faculty, such as how to incorporate multicultural competence into the curriculum.” However, it seems as of Fall 2009 that this effort has been postponed.
- E.** Delegate responsibility and allocate funding to the appropriate division for the design of on-going training for all faculty and staff on issues of diversity, “difficult dialogues,” and multicultural competency and ensure that it is implemented. [This may be done by the new position mentioned in item D.]
- F.** Continue training students in the residential community regarding cultural sensitivity.

RECRUITMENT AND OUTREACH The data presented in this section of the report is based on information available from various SSU and CSU departments as indicated in the footnotes. Often different terminology was used for the same group, such as “Native American” and “American Indian” or “Hispanic” and “Latino.” Another difficulty was in obtaining comparable data. For example, one official SSU webpage provides data on the ethnic diversity of the SSU student body along with the ethnic diversity of the entire college-age population of its six-county service area. A more accurate comparison would be with the college-age population which is UC/CSU eligible. One of the recommendations below is to improve the data collection in order to set realistic

³ http://www.sonoma.edu/aa/portfolio/ee_review/EER_Final/7-Diversity.pdf, page 13

recruitment goals. Finally, SSU needs to decide if it wants to reflect the state's ethnic CSU eligible demographics or its six-county service area CSU eligible demographics.

The first two components for increasing the number of diverse students at SSU are increasing the number of applications from target populations and, more importantly, increasing the percentage of students who enroll at SSU.

1. According to the SSU "2008–2009 Recruitment Plan"⁴ 16.6% of all students admitted to SSU actually enroll. The percentage for White students is 18.9%, but that for African Americans is 12.7%, Latinos is 14.1% and Asian American/Pacific Islander is 9.2%. [0 "American Indians" [Native Americans] were admitted.] The Recruitment Plan has two pages devoted to "Diversity Recruitment" with many excellent programs that Admissions is involved in. Especially notable are the community engagement programs with Roseland University Prep (RUP) and the University Center at Elsie Allen High School.

There are several other outreach activities funded by federal grants obtained by University Support and Preparation Services (USPS) of SAEM which attract a diverse range of students including the Precollege Programs Academic Talent Search, Upward Bound and Upward Bound Math and Science. Upward Bound operates in four counties.⁵ There is also the NASA Outreach Program which has links to RUP and the Spanish immersion school Cali Calmecac in Windsor. Although these programs are mostly aimed to encourage young people to attend college in general, they have a definite positive impact on SSU outreach. The newly established MESA (Math, Engineering Science Achievement) program in the School of Science and Technology is also reaching out to some area high schools and the community colleges. Other programs like the Educational Opportunity Program (EOP) Outreach Program to local high schools have been discontinued. When this program was dropped by the CSU Chancellor's Office a few years ago, EOP applications dropped also.⁶ "Programs operated by USPS serve underrepresented students (direct support for 377 SSU students, grant aid and outreach) in the amount of \$2,643,960 per year at no cost to the General Fund."⁷ The USPS webpage gives more detail on these programs.⁸ Student Affairs and Enrollment Management (SAEM) recently obtained "Project METEOR funded by the Women's Education Equity Act for \$790,000 which prepares underrepresented women in the hard sciences."⁹ They also "have the EAP [Early Assessment Program] which assists underrepresented students in preparing for college entry without remediation (program not specific to underrepresented students)."¹⁰ The Office of Admissions and Student Recruitment also has "a partnership through the Chancellor's Office with the Parents Institute for Quality Education (PIQE) that serves our local Latino families and also

⁴ SSU "2008-2009 Student Recruitment Plan," Office of Admissions and Student Recruitment

⁵ 08/26/09 Email from Matthew Lopez-Phillips, Interim Vice President SAEM.

⁶ 09/05/09 Email from Bruce Peterson, Associate Director of EOP

⁷ Various email correspondences received by Sharon Cabaniss, Professor, Mathematics.

⁸ <http://www.sonoma.edu/usps/>

⁹ 08/26/09 Email from Matthew Lopez-Phillips, Interim Vice President SAEM.

¹⁰ 08/26/09 Email from Matthew Lopez-Phillips, Interim Vice President SAEM.

offers admissions to these students that meet the CSU admissions criteria.”¹¹ An article in the February 2, 2009, *Sonoma State STAR* by Matt Rice reported “the Seawolf Passport Program (SPP), new in fall 2009, . . . targets participants in programs such as Upward Bound and Academic Talent Search. SPP guarantees these students admission and was developed to help give low income, first generation students the opportunity to attend SSU.”¹²

Recommendation: Continue to work on a plan to increase the number of admitted ethnic minority students who enroll at SSU by providing ongoing support and adequate financial resources to programs such as those mentioned above in order to help them continue and expand. Additionally, programs similar to some that have been dropped, such as the EOP Outreach Program to local high schools, should be reinstituted. Additionally, the Center for Cultural, Gender and Sexuality (CCGS) could be used for recruitment by having the director meet with potential students and perhaps involving the ethnic student clubs. Faculty should be encouraged “visit one of the low-income or ethnic neighborhoods...[and] spend time developing relationships with parents of students that we wish to attract.”¹³

2. In 1999-2000 SSU had two full-time recruiters.¹⁴ In 2002 or 2003 they were changed to “full time Records Specialists that participate in part-time recruitment activities in addition to their processing duties during the months of September through November and February through April. We do not have [solely] dedicated recruiters that focus on student recruitment full-time all year round.”¹⁵ The “2008-2009 Recruitment Plan” shows no recruits from high schools in the city of Vallejo, which is in SSU’s service area, and more than half of Vallejo is comprised of people of color. However the eligibility of students in this area would need to be more closely examined also. Additionally, one SSU outreach program Project Quest, designed to recruit more minority teachers in Vallejo was discontinued in 2006. The School of Education Teacher Diversity Project was replaced by the Science and Mathematics Teacher Recruitment and Retention Initiative: SMTRI. The outreach effort by Extended Education with the new Liberal Studies degree in Napa County is an example of a program which may enhance diversity in the student body. The fact that it is “Self Support”¹⁶ may inhibit low-income students from participating, but financial aid is available.¹⁷ In their most recent recruitment plans the Student Outreach office plans to send recruiters to all service area high schools who sent three or more ethnically diverse students to SSU in Fall 2009. However, they were not able to obtain funding to help bring interested students to visit SSU. Also, because of

¹¹ 04/24/09 Email from Gina Geck, Associate Director, Office of Admissions and Student Recruitment

¹² http://www.sonomastatestar.com/home/index.cfm?event=displayArticle&ustory_id=cc63818a-691e-420d-917b-a7a579be8716&page=3

¹³ 02/13/09 Email to the campus from Chuck Rhodes, Assistant Vice President, SAEM

¹⁴ Sonoma State University “Student Recruitment Plan Fall 2000” by Gustavo Flores

¹⁵ 09/01/09 Email from Mack Olson, quoting Gina Geck, Associate Director Office of Admission & Student Recruitment

¹⁶ <http://www.sonoma.edu/uaffairs/policies/selfsupport.htm>

¹⁷ 07/21/09 Email from Sandra Harrison Feldman, Coordinator Liberal Studies Napa Valley and “NapaBA Demographics”.

funding cuts, recruiters will not be able to visit all of the out-of-area schools which sent such students.¹⁸

Recommendation: SAEM should be given resources in order to have full time recruiters so that recruitment programs can be expanded. In addition, the University should fund visits (estimated at \$20,000/year) by interested students from the areas mentioned above. “In order to create and sustain new markets – reaching [low-income, ethnically diverse] populations that historically have not enrolled at Sonoma, it takes repeated visits and follow-up... This is a process that takes four to five years, at least.”¹⁹ In particular, recruitment efforts at high schools in Solano and Napa Counties could be increased. Programs that reach out to that area, such as the Teacher Diversity Project and Project Quest should be reinstated and/or supported. Additionally, SSU should help publicize the Napa program and the proposed extension into Solano County. (Note that this report does not take a position on whether or not Solano County should be part of the SSU service area. The report is based on the fact that at this time, Solano County is part of the SSU service area.)

3. According to the SSU Strategic Plan website²⁰ while 23.4% of the “college-age population” of the SSU six-county service region is Hispanic/Latino, only 10.6% of SSU’s population is of that ethnicity.²¹ And the Hispanic/Latino population is projected to grow to 37% in the next ten years.²² The SSU website only provides information on overall population statistics. However, if one were to look at the UC/CSU eligible high school graduates, the number of qualified students drops dramatically.²³ If SSU continues to recruit statewide and desires to reflect the state’s ethnic composition, the percentage of potential Hispanic/Latino students is even larger. Looking at the CSU statewide statistics, 24.2% of all CSU students were Latino in 2007.²⁴ According to the SSU Strategic Plan website,²⁵ 6.0% of the “college-age” SSU six-county region is African-American and 2.6% of SSU’s student population is of that ethnicity.²⁶ In 1994, 3.5% of the students at SSU were African American.²⁷ Recently SSU has had success in recruiting African-American students from Southern California. According to Chuck Rhodes, Assistant Vice President of Student Affairs and Enrollment Management, “we have success with King-Drew High School, West Angeles Church of God and Christ and

¹⁸ 08/31/09 Email from Gustavo Flores, Director of Admissions and Recruitment

¹⁹ “Response to the Ad Hoc Committee on Students”, August 31, 2009, by Chuck Rhodes, Assistant Vice President, SAEM

²⁰ <http://www.sonoma.edu/uaffairs/strategicplan/draft4.shtml>

²¹ <http://www.sonoma.edu/university/> (Note that the percentages differ from those reported in other references. Perhaps they are based on different years or on averages.)

²² <http://www.sonoma.edu/uaffairs/strategicplan/draft4.shtml>

²³ “Response to the Ad Hoc Committee on Students”, August 31, 2009, by Chuck Rhodes, Assistant Vice President, SAEM

²⁴ http://www.calstate.edu/as/stat_reports/2007-2008/feth01.htm (Note that efforts to obtain the statewide statistics on the percentage of college age Hispanic and Latino youth were unsuccessful.)

²⁵ <http://www.sonoma.edu/uaffairs/strategicplan/draft4.shtml>

²⁶ <http://www.sonoma.edu/university/> (Note that the percentages differ from those reported in other references. Perhaps they are based on different years or on averages.)

²⁷ *Student Demographics, Fall 1987 – Fall 1994*, Institutional Research 12/94

Young Black Scholars of Los Angeles. Each year, we get students from these groups... Sonoma participates in the CSU Super Sunday program that works to increase the percentage of African-Americans attending. Our partnership with West Angeles is a result of these efforts. [It] is the largest black church in California ... Sonoma is now the preferred CSU for West Angeles.”²⁸ Recently SSU hosted the Young Black Scholars Weekend, attracting 53 high school students from Los Angeles, several of whom indicate interest in attending SSU.²⁹

Recommendation: In addition to the Recommendations under #1 above, a strategic plan for recruitment with a goal of getting closer to the actual ethnic composition of the 6-county service area, or even the UC/CSU eligible population, should be developed. Additionally, if SSU continues to recruit statewide, those numbers must be increased further. Programs and efforts such as those mentioned above and in #1 should be strengthened and given adequate resources. (Note that if one wants to use only the demographic of UC/CSU eligible students then the SSU Institutional Research office would have to compute the statistics of *all* UC/CSU eligible individuals in the 6-county service area. This would include high school graduates over an extended period of time plus eligible students in the Service Area’s community colleges.)

4. At this time SSU gives out 400 academic scholarships ranging from \$250 to \$3000 per year.³⁰ However, this year the SSU Foundation is making no endowment distributions so the scholarship fund may be reduced.³¹ The scholarships are based on academic achievement, not financial need. Outreach programs such as the PIQE program mentioned in #3 above do not offer scholarships. However, EOP freshman students can apply for the CSU Future Scholars Program which is first-generation and needs-based. Additionally, “LSS offers \$48,000 per year in grant aid to Low-Income, First-Generation and underrepresented students....[The] Yes We Can Scholarship Fund (two four-year full [scholarships]) specifically target[s]... underrepresented individuals.”³²

Recommendation: The University community should discuss how to increase the availability of scholarships to low-income students such as those mentioned above. Additionally, SSU should explore implementing “recruitment” scholarships to attract a more diverse student body. The Office of Student Recruitment staff believe that “we could get an even greater commitment from the students in these types of programs [like PIQE] if we can support them with scholarships as well.”³³ The Development Office, the Scholarship Office and the Senate Scholarship Subcommittee should help develop a plan to increase these types of scholarships.

²⁸ “Response to the Ad Hoc Committee on Students”, August 31, 2009, by Chuck Rhodes, Assistant Vice President, SAEM

²⁹ 04/27/09 Email from Chuck Rhodes, Assistant Vice President SAEM

³⁰ <http://www.sonoma.edu/Scholarship/>

³¹ 09/25/09 personal interview with Sara Golightly, Scholarship Coordinator

³² 08/26/09 Email from Matthew Lopez-Phillips, Interim Vice President SAEM.

³³ 04/24/09 Email from Gina Geck, Associate Director, Office of Admissions and Student Recruitment

5. Socioeconomic status can be reflected in financial aid statistics. In 1994 53% of full-time undergraduates were determined to have financial need.³⁴ This number dropped to 47% in 1999³⁵ and then to 39% in 2007.³⁶ These figures indicate that fewer low-income students are attending SSU during this time period. This does not correspond to the number of low-income households in the 6-county service area or in the state as a whole. Another indicator of economic status is the percentage of students receiving Pell grants. According to an online article Sept. 15, 2009, *Newsweek* reported³⁷ on “the percentage of undergraduates receiving federal Pell grants for low-income students. The proportion of students on Pell grants, which are most often given to undergrads with family incomes under \$20,000, isn't a perfect measure of an institution's efforts to achieve economic diversity...[although] many experts say that Pell figures are the best available gauge of how many low-income undergrads there are on a given campus. Pell grant percentages were calculated using 2007-2008 data on grant recipients collected by the U.S. Dept. of Education and given to U.S. News and fall 2007 total undergraduate enrollment collected from the colleges themselves by U.S. News.” According to the *Newsweek* table, SSU had 22% which was the lowest of the 16 CSU campuses reported. (The highest CSU was Los Angeles at 53%.) Again, the ability of low-income communities to prepare their high school graduates to be CSU eligible should be considered here as well.

Recommendation: Financial aid must be available to all qualified students who are accepted. In addition recruiters must be given the resources to make a special effort to encourage and help low-income students to apply in the first place. Have Financial Aid (in Administration and Finance) work more closely with Outreach, Recruitment and Admissions (in SAEM) to help qualified students plan how they can obtain the funding to attend SSU. Implement the recommendations in the Academic Senate 2002 Resolution on increasing the recruitment of low-income students.³⁸

6. Application fee waivers were also investigated. The numbers for first time freshmen are: Fall 1994, 8.69% of enrolled students; Fall 1999, 6.43%; and Fall 2008, 8.14%. The numbers for junior transfers are: Fall 1994, 13.24% of enrolled students; Fall 1999, 11.83%; and Fall 2008, 14.74%.³⁹ [Note that these numbers are not necessarily comparable because the CSU changed the number of requests for fee waivers from unlimited to about three for a student applying to more than one campus.]

Recommendation: Determine why the percentage for students with Application Fee Waivers is lower than the percentage with financial need in #5 above. Also, determine if financially needy students are offered waivers or help with deposits to attend the University and live in the Residential Community.

³⁴ “COMMON_DATA_SET_1994 Financial Aid” Report

³⁵ “1999 SSU FINANCIAL AID” Report

³⁶ “2008 SSU FINANCIAL AID” Report

³⁷ <http://colleges.usnews.rankingsandreviews.com/best-colleges/masters-west-economic-diversity>

³⁸ http://www.sonoma.edu/Senate/Resolutions/res_recruit_underrep_group.html

³⁹ 05/12/09 Email from Jane McGrew, Information and Documentation Specialist, SAEM

7. According to the Assistant Vice President of SAEM, “Looking at the CSU housing rate for 2007-2008, Sonoma State is in the middle of the ranking for rates.”⁴⁰ However, several individuals have raised attention to the fact that the residence halls at SSU are prohibitively expensive for many students, particularly those on financial aid. See, for example, “Feedback from Open Forum for Students 11/19/08” in the Appendix. This issue was also raised by students, faculty, lecturers and staff at the Diversity Open Forums held during Spring 2009.⁴¹ Also, the least expensive (older) dorms are only open to freshmen and sophomores. To illustrate the impact of this, please note that the Roseland University Prep (RUP) Summer Experience overnight program was discontinued because the RUP Scholarship Fund could not afford to pay for the dorms and organizers felt it was unfair to have students see how nice the dorms were and then tell them they could never stay there.⁴²

Recommendation: The University community should examine ways that are allowed under current CSU regulations to help subsidize dorm rooms upon request for all students who qualify for financial aid. This is especially practical in the current period when the dorms are not full. Also, the least expensive options should be available to all students.

8. An additional crucial area for increasing diversity, both ethnic and socioeconomic, of the SSU student body is to recruit and accept transfers from community colleges. The Fee Waiver data cited above indicates a greater percentage of junior transfers may be low income. In 2000, SSU had a goal of enrolling 1000 new transfer students in Fall 2000.⁴³ More recently the actual number of “Transfer Enrolled” is substantially less than that with 491 in Fall 2004 and 521 in Fall 2008.⁴⁴ The decision by the University not to accept such transfers from outside the 6-County service area in Fall 2009 will seriously hurt diversity efforts on campus because there is a more ethnically and economically diverse pool of students statewide.⁴⁵ Additionally, this decision will especially have an adverse impact on some smaller majors. It also runs counter to a new “initiative to increase the number of community college students transferring to the state's four-year universities [launched by] the heads of the University of California, California State University and California Community Colleges” in February, 2009.⁴⁶

Recommendations: The University should encourage students from community colleges to apply to SSU and provide advising and scholarships for them. In addition,

⁴⁰ “Response to the Ad Hoc Committee on Students”, August 31, 2009, by Chuck Rhodes, Assistant Vice President, SAEM

⁴¹ “Feedback from Open Forum for Students 11/19/08” is in the Appendix. The transcripts for the Spring 2009 Forums are included in the Open Forums Report submitted to the Academic Senate on October 1,

⁴² 05/11/09 Email from Prof. Lynn Cominsky, Chair Physics and Astronomy and Director NASA Education and Public Outreach

⁴³ Sonoma State University “Student Recruitment Plan Fall 2000” by Gustavo Flores

⁴⁴ “This data is from the California Department of Education, graduates 2007-2008, the latest available.” (Chuck Rhodes)

⁴⁵ http://www.cpec.ca.gov/Agendas/Agenda0906/DR_diversity.pdf

⁴⁶ http://www.sacbee.com/state_wire/story/1598671.html

transfer students should not be forced to stay in the most expensive dorms if they want to live on campus.

9. Another area for recruitment which might increase diversity would be for SSU to participate in programs to recruit veterans. According to an August 6, 2009, article in the *Press Democrat*, under a subheadline on page 5 “GI BILL: Few veterans attend Sonoma State University,” reporter Guy Kovner reports that “Sonoma State University has five students certified under the Post-9/11 bill and expects about a dozen to be enrolled by the time classes start Aug. 26. SSU has only 45 veterans in a student body of 8,500, said Sean Johnson, Associate Registrar.”⁴⁷ [See Recommendations under RETENTION item 5.] One of the challenges to recruiting veterans in the SSU service area is the fact that “veterans fare much better than the average citizen.”⁴⁸ When SAEM “attempted writing a grant for Veteran’s programming...[t]he ‘Needs’ [veteran’s economic need] section of the grant was not competitive.”⁴⁹ However, today SAEM has two staff devoting significant time to veterans affairs work along with one work study students. This compares favorably to four years ago when there was only one work study student working on their own. The Outreach and Recruitment office plans to participate in several veterans’ events this year.

Recommendation: The University must provide support to SAEM so that staff can continue to participate in existing programs and explore new programs that may help attract veterans to SSU and provide financial aid to those who qualify.

RETENTION The third major component for increasing the number of diverse students at SSU is “c) Increasing the percentage of students who remain at Sonoma and graduate – retention.... **retention begets recruitment.** Our first emphasis must be on the quality of the experience of students that are enrolled at the University.”⁵⁰

1. Once students are at SSU, retention is a major issue. According to the “FTF 2000 - 2008 Campus 8-Year Graduation & Retention Rates” report (see Appendix), after the second year only 63% of enrolled Freshman are still at SSU. Of these, 64.7% of White students remain. However, only 52.4% of Blacks, 59.4% of Hispanic/Latinos, 60% of Asian or Pacific Islanders, and 46.7% of American Indians [Native Americans] remain. For freshmen entering in 2000–02 the average 6-year graduation rate was 55% for Whites, 41% for Blacks, 47% for Hispanic/Latinos, 48% for Asian/Pacific Islanders, and 58% for American Indian/Alaska Natives.⁵¹

Recommendations:

a. Academic advising plays a crucial role. The funding for Advising in the Student

⁴⁷ <http://www.pressdemocrat.com/article/20090806/ARTICLES/908069863/1349?Title=-Pretty-good-deal-for-vets>

⁴⁸ 08/26/09 Email from Matthew Lopez-Phillips, Interim Vice President SAEM

⁴⁹ 08/26/09 Email from Matthew Lopez-Phillips, Interim Vice President SAEM

⁵⁰ “Response to the Ad Hoc Committee on Students”, August 31, 2009, by Chuck Rhodes, Assistant Vice President, SAEM

⁵¹ http://www.sonoma.edu/aa/portfolio/ee_review/EER_Final/App1-ummary_Data_Form.pdf (graduation rates 3-year average 2000–02)

Affairs and Enrollment Management division, which has suffered dramatic cuts recently, must be increased so that an adequate number of advisors can be available.⁵² In 1994 there were two Academic Advisors, three Career Advisors, four EOP Advisors, and one Test Officer. In addition there were five managers and 7.5 support staff. In 2009 there were a total of five EOP and Undeclared Advisors and one Career Advisor, hired in June, along with two managers and two support staff for all four programs. Meanwhile, the undeclared population has more than doubled since 1994.⁵³

- b.** For faculty advising departments should also follow the set of standards as outlined in the *Sonoma State University Best Practices for Academic Advising* complied by the Student Affairs Committee of the Academic Senate in 2005.⁵⁴ The University should provide funds to SAEM to organize workshops on Advising, and faculty should be encouraged to attend to update their advising skills and obtain the latest information.⁵⁵
- c.** In addition to academic advising, faculty should be encouraged “to personally mentor low-income or underrepresented students...[and to] volunteer to advise one of the student groups [faculty advisor]”⁵⁶ to mention just a few possible activities for faculty. The Center for Community Engagement offers faculty resources for directing and supporting students in their community work outreach activities.⁵⁷
- d.** Entering freshmen students should be encouraged to enroll in courses that promote and enhance retention, such as such as the Hutchins Interdisciplinary Lower-Division Program (LIBS 101, 102, 201 and 202), Freshman Year Experience (University 150) and First Year Experience [Freshman Seminar], University (102). The Freshman Interest Groups, which include a freshman seminar course, are another excellent means to increase student retention. Data from Hutchins and First Year Experience show they have a significantly higher proportion of students who stay at SSU (retention) and graduate.⁵⁸ The data for University 150 is inconclusive at this time.⁵⁹ Students have attested to the fact that the University 238 Leadership class offers them opportunities to become more involved in the University.⁶⁰

⁵² 02/13/09 Email to the campus from Chuck Rhodes, Assistant Vice President, SAEM

⁵³ 08/12/09 Emails from Joyce Chong, Managing Director Advising, Career & EOP Services

⁵⁴ Sonoma State University Best Practices for Academic Advising,
<http://www.sonoma.edu/Senate/AdvisingBest.html>

⁵⁵ 02/13/09 Email to the campus from Chuck Rhodes, Assistant Vice President, SAEM

⁵⁶ 02/13/09 Email to the campus from Chuck Rhodes, Assistant Vice President, SAEM

⁵⁷ <http://www.sonoma.edu/aa/ap/ocbl/> (Center for Community Engagement)

⁵⁸ “Univ 102: First Year Experience Seminar,” *First Year Experience Guide for Success* by Velásquez-Andrade, E., Freund, C., and Boyer, B. (2004) and Hutchins Program “Freshman Retention Rate” in 2006 *Program Review*

⁵⁹ “Assessment Results First Year Experience at Sonoma State University 2006-2007”

⁶⁰ 08/29/09 Email from Chuck Rhodes about the Young Black Scholars Weekend.

- e. There must be well-funded majors for Juniors and Seniors to pursue. If students see that upper division courses they need for graduation are only offered once every two years or are cancelled unexpectedly, they may not want to chance staying for the last two years of college at SSU and will go elsewhere.
- f. In Spring 2009 the President appointed a Student Retention Task Force to look into the retention issue “to address improving the retention and graduation rates of the University. Chaired by the Dean of Science and Technology, the task force was charged by the Provost to investigate the many factors that go into retaining our students from year to year and to make recommendations for improving retention and graduation rates of our first-time freshmen.”⁶¹
- g. The Retention Task Force should take up the issue of Community College transfer students and how to support them.
- h. Special programs on campus aimed to help low-income and ethnic minority students need to be supported and augmented. For example, the EOP Summer Bridge program has had to go from five-weeks to just one-week.⁶² Several factors have affected this program such as stagnate funding from the Chancellor’s office for the last 20 years, divisional budget cuts and the increase in fees charged to the program for services. The University should instead be helping to subsidize this program which is proven to help with retention of those students during their college careers.
- i. The EOP program has not grown in proportion to the rest of the University. There were 507 EOP students out of 6364 total⁶³ students in 1994, 473 EOP out of 7080⁶⁴ students in 1999 and 456 EOP out of 8921⁶⁵ students in Fall 2008.⁶⁶ Thus the percentage has decreased from 8% to 5% during the last fifteen years. On the positive side, “Because of new procedures, EOP had the largest class ever during the summer of 2009”⁶⁷ In an extensive 2003 report “First Generation, Low-Income Undergraduate Students at Sonoma State: Factors and Characteristics Supporting Their Academic Achievement” by Prof. Elisa Velasquez-Andrade et al⁶⁸ the first Recommendation states that “a major source of strength reported by all participants was the support they felt by the EOP program, itself.” Positive statements about EOP were made several times by students attending the Fall,

⁶¹ http://www.sonoma.edu/aa/portfolio/ee_review/EER_Final/App6-2008_Req_Inst_Rev.pdf

⁶² 05/12/09 Email from Bruce Peterson, Associate Director of EOP

⁶³ Student Demographics, Fall 1987 – Fall 1994, Institutional Research 12/94

⁶⁴ https://www.sonoma.edu/aa/ir/enr94_05.shtml

⁶⁵ https://www.sonoma.edu/aa/ir/enr94_05.shtml

⁶⁶ 04/27/09 Email from Bruce Peterson, Associate Director of EOP, to Matthew Lopez-Phillips, Interim Vice President SAEM (EOP figures)

⁶⁷ “Response to the Ad Hoc Committee on Students”, August 31, 2009, by Chuck Rhodes, Assistant Vice President, SAEM

⁶⁸ “First Generation, Low-Income Undergraduate Students at Sonoma State: Factors and Characteristics Supporting Their Academic Achievement” by Prof. Elisa Velasquez-Andrade et al

2008, diversity forum as a positive aspect of diversity at SSU (see Appendix). As the 2003 Report recommended and this report reiterates, EOP needs more support from the University.

- j.* Also mentioned at the Fall Diversity Forum was the fact that if the residential community were less expensive for EOP and other financially disadvantaged students, more students who live further away could also attend and stay until graduation.
- k.* The SSU Children's School offers another important program for low income students because it offers subsidies for the children of qualified students. However, at this time they need more space in order to meet the growing demand for child care.⁶⁹ "The Children's School has spaces for 45-50 children of SSU students, most are 'income eligible' or low income and pay nothing or next to nothing (grant from CDE/CDD). We can only accommodate half of the applications (sometimes fewer); the waitlist has over 150 names now, a mix of students both low income or not and staff and faculty."⁷⁰ The University should make it a priority to provide more space, perhaps in vacant dorms without an exorbitant rent rate.
- l.* The role of a Center for Culture, Gender and Sexuality (CCGS) is very important for retention of a diverse student body because it can address the needs of women; ethnic minorities; and Gay Lesbian Bisexual Transgender and Queer (GLBTQ) students. The University should implement the Senate Ad Hoc Task Force on Diversity's recommendations regarding the (CCGS)⁷¹ that were endorsed by the Senate's Student Affairs Committee and the Academic Senate. Additionally, the University should subsidize the rent for the Center so that funds that are allocated to it are primarily used for direct student support. In the 2009-10 academic year the University provided only \$30,000 to the CCGS, all of which must go to pay rent to the Student Union.⁷² SAEM has released one staff person to work 50% of their time in the Center and eight students have volunteered to help this year.
- m.* Support services must be available to help students in times of crisis so that they do not drop out. For example, Counseling and Psychological Services (CAPS) is severely understaffed⁷³ and may not be able to provide such support when needed. CAPS must receive adequate resources to meet the needs of an expanded student body, especially in currently stressful economic times. At this time they are four counselors below the national standard.⁷⁴ Additionally, it was mentioned at some of the Diversity Forums that there needs to be an impartial person to

⁶⁹ May, 2009, meeting of the SAEM Strategic Planning Committee

⁷⁰ 09/28/09 Email from Lia Thompson-Clark, Director, SSU Children's School

⁷¹ CCGS Senate resolution <http://www.sonoma.edu/Senate/Resolutions/CCGSrecoms.html>

⁷² 09/09 Email from Matthew Lopez-Phillips, Interim Vice President SAEM

⁷³ 02/13/09 Email to the campus from Chuck Rhodes, Assistant Vice President, SAEM

⁷⁴ Reported by Student Affairs Committee liaison to Athletic Advisory Council on Sept. 10, 2009.

whom students, faculty and staff can go with problems that do not rise to the level of legal discrimination. The CSU has a system-wide *ombudsman* who “is an impartial and confidential resource for seeking to address University-related problems, complaints or concerns. The Ombudsman works collaboratively with academic and general staff to help create a campus climate where matters raised are investigated and resolution is facilitated.”⁷⁵ Perhaps SSU can institute a similar resource for the University community.

- n.* Give priority to funding effective programs and services that assist in the recruitment, retention and graduation of a diverse student body (e.g., the McNair Scholars, the Lewis Stokes Alliance for Minority Participation (LSAMP), and Mathematics Engineering Science Achievement (MESA)). At this time, LSAMP has adequate funding and support, but the year-old MESA program is barely able to survive for a second year because of a lack of University support.⁷⁶ Research and implement other effective programs as campus funding and priorities allow. Faculty should be encouraged to help students qualify for the CSU Pre-Doctoral Program by introducing them to the program and helping them fill out the applications.

2. Disability Services for Students (formerly Disabled Students Services) reports they had an average of 224 registered students per semester in the 1994–95 academic year, 369 in 1999–2000, and 372 in 2007–08.⁷⁷ Note that Learning Skills Services also provides academic support to these students.

Recommendations: Determine why the number of students utilizing DSS services has remained fairly constant during the last eight years while the campus has grown from 7080 in Fall 1999 to 8921 in Fall 2008.⁷⁸ Additionally, a study should be made to see if financial aid needs to be provided for students who cannot afford to pay for private testing to qualify for DSS services if they had not been tested or qualified in high school.

3. Another program to help low income, ethnic minority, and students with disabilities is Learning Skill Services (LSS). LSS is funded by federal grants and has consistently served 350 students each year at least since 1999.⁷⁹ This is at the same time that the student population at SSU has grown from 7080 in Fall 1999 to 8921 in Fall 2008.⁸⁰ The LSS program “turns away, on average, 75 applicants each year (with no active recruiting). If we recruited or more actively advertised[,] we would be turning away many more.”⁸¹ Clearly, many students who could use these services are not able to.

Recommendation: If the University could offer more support to LSS in terms space, the staff could apply for additional funding from the federal government to support another

⁷⁵ <http://www.csu.edu.au/division/plandev/ombudsman/>

⁷⁶ Various email correspondences received by Sharon Cabaniss.

⁷⁷ “DSS Statistics” and 05/14/09 Email from Lisa Wyatt, Director CAPS and DSS

⁷⁸ https://www.sonoma.edu/aa/ir/enr94_05.shtml

⁷⁹ 05/12/09 Email from Matt Benney, Executive Director University Preparation Services

⁸⁰ https://www.sonoma.edu/aa/ir/enr94_05.shtml

⁸¹ 05/12/09 Email from Matt Benney, Executive Director University Preparation Services

150 low-income and diverse students for projects in the STEM (Science, Technology, Engineering and Mathematics) areas, Allied Health fields, English as a Second Language (ESL) and other specializations.⁸²

4. Sexual harassment and sexual assault is another aspect of diversity. The “Campus Climate Toward Diversity 1998 – 2007 Trend Analysis”⁸³ offers much insight into the issue of sexual harassment by comparing four different years, 1998, 2001, 2004 and 2007. They administered a “*Campus Climate Survey* [which] was designed with the Office of Civil Rights to gather information about experiences of discrimination on campus.”

The table on page 5 of the report indicates “the percent of respondents who report they never or rarely experience the sexually harassing behaviors listed on campus or during campus-related activities. There is surprising consistency [over the four comparison years] on the items. The majority of respondents [reported] never or rarely experience[ing] these harassing behaviors. However, at least 20% of the respondents *sometimes* or *often* experience the following behaviors: sexually suggestive stories, jokes, or humor; seductive remarks, including attempts to establish a sexual relationship despite discouragement; sexual remarks, including discussion of personal or sexual matters; body language such as staring, leering, or sexual gestures; and physical contact of a sexual nature.”

According to campus Police Services⁸⁴ there were four reported “Forcible Sex Offenses” in 2004, five in each of 2005 and 2006, and eight in 2007 “On Campus”, in “Residence Halls” and on “Public Property.”

Recommendations:

- a.** Implement the Senate Ad Hoc Task Force on Diversity’s recommendations regarding the Center for Culture, Gender and Sexuality (CCGS)⁸⁵ that were endorsed by the Senate’s Student Affairs Committee and the Academic Senate.
- b.** Create a campus Advocate position which can serve as the informal source of support and advocacy for students in crisis and ensure that this person is available outside of normal working hours and able to be consulted on an as-needed basis.
- c.** Delegate responsibility and allocate funding to the appropriate division to create and coordinate programming and services for women students (see the Appendix A of the Recommendations regarding the CCGS⁸⁶).
- d.** Delegate responsibility and allocate funding to the appropriate division to coordinate programming and services that address sexual violence on campus and in the Residential Community.

⁸² 05/12/09 Email from Matt Benney, Executive Director University Preparation Services

⁸³ https://www.sonoma.edu/aa/ir/annual_reports/2006-2007/CampusClimateTowardDiversityTrends2007.doc

⁸⁴ <http://www.sonoma.edu/ps/home/jeanneclery.html> and <http://www.sonoma.edu/ps/home/jeanneclery.pdf> (police statistics)

⁸⁵ CCGS Senate resolution <http://www.sonoma.edu/Senate/Resolutions/CCGSrecoms.html>

⁸⁶ CCGS Senate resolution <http://www.sonoma.edu/Senate/Resolutions/CCGSrecoms.html>

5. The “Campus Climate Toward Diversity 1998 – 2007 Trend Analysis”⁸⁷ reports that respondents to the 2007 Campus Climate survey “self-identified their sexual orientation. The percentages for heterosexual were 89% for students, The remaining 11% ... were either bisexual, gay male, lesbian, queer, or unsure. This is higher than the 10% generally reported for the population in the U.S.” Several tables in the report indicate that many on campus perceive or receive discriminatory behavior based on sexual orientation for each of the four years reported. In October 2008, the Academic Senate passed the “Resolution Condemning Hate Crimes Against Members of the Campus Community” in response to “recent acts of vandalism against faculty colleagues.”⁸⁸

Recommendations: All of the recommendations in item 4 are applicable. Also, the University should actively support and publicize the SSU Safe Zone program whose mission is “To develop and maintain a network of informed faculty, staff and students who will be visibly supportive of students, staff and faculty who identify as gay, lesbian, bisexual, transgender or questioning; who will work to support the SSU policy of non-discrimination based on sexual orientation; and who will foster a campus climate where, regardless of sexual orientation, anyone may feel safe, supported, respected and affirmed.”⁸⁹ The University should also support the Queer - Straight Alliance student group and hire someone to be responsible for coordinating the Safe Zone program. That individual should be able to facilitate staff and faculty “undergo[ing] an extensive training program before displaying the sticker.”⁹⁰

6. The University maintains a special web page for veterans⁹¹ but does not seem to have any special programs on campus at this time. However, Extended Education is planning to begin an outreach program to Solano County which would target US Veterans to finish their BAs.⁹²

Recommendation: The University needs to explore ways to take advantage of recruitment and retention programs for veterans offered through the CSU. As mentioned in #10 under “Recruitment,” SAEM has tried to qualify for some programs and found Sonoma County veterans do not qualify for the “needs” requirements. Perhaps future applications should address the “needs” of the entire six-county SSU service area.

7. At the Fall 2008 Student Diversity Forums (see Appendix) several students mentioned the importance of student groups such as the BSU (Black Scholars United) and MeCHa (Movimiento Estudiantil Chicano de Aztlan) as providing a “comfort zone.” Several also mentioned the importance of the diversity months as providing a forum for the entire

⁸⁷ https://www.sonoma.edu/aa/ir/annual_reports/2006-2007/CampusClimateTowardDiversityTrends2007.doc

⁸⁸ <http://www.sonoma.edu/Senate/Resolutions/ResVandalismF08.html>

⁸⁹ <http://www.sonoma.edu/safezone/>

⁹⁰ “Response to the Ad Hoc Committee on Students”, August 31, 2009, by Chuck Rhodes, Assistant Vice President, SAEM

⁹¹ <http://www.sonoma.edu/ar/veterans/>

⁹² 07/21/09 Email from Sandra Harrison Feldman, Coordinator Liberal Studies Napa Valley and “NapaBA Demographics”.

campus. There is also a new student group on campus, SPARC: Student Parent Action Resource Club, which is geared toward students who are “in CalWORKS, SSI, disability, or are a low-income student who has children...”⁹³ This group hopes to become an official student group in Fall, 2009.⁹⁴

Recommendations: Continue to support a wide range of student clubs and activities. Delegate responsibility and allocate funding to create and coordinate programming and support for the ethnic heritage months (Black History Month, Raza/Native American Month and Asian Awareness Month) and other programming that supports and celebrates cultural diversity and multicultural understanding. Reach out to involve the local and SSU campus communities in these activities. Schools and Departments should consider having an activity related to the different special months. The newly launched Disability Week is another example of an activity that Schools and Departments could complement with their own activities, given enough notice. When a School or Department is having an activity open to the public that touches on diversity issues, publicize it throughout the campus. Additionally, update the list of University programs and initiatives in support of diversity prepared for the WASC report.

8. Scholarships are important for Retention (see #4 under Recruitment) as is ongoing Financial Aid (see #5 under Recruitment).

Recommendations: In addition to the recommendations mentioned above, the Committee should also consider the proposal to allocate scholarships based on financial need as well as scholarship and propose ways to do this. The recent financial problems of the SSU Foundation should be carefully monitored by the Scholarship Committee and the Senate Budget Committee to ensure that scholarships to students are not adversely affected, especially any scholarships based on financial need.⁹⁵

9. Another important area of diversity is that of women in the sciences, particularly in the physical sciences, mathematics, computer science and engineering. According to a study in 2005–06, 41% of all School of Science and Technology majors were women⁹⁶ while 64% of the entire student population was female in Fall 2005.⁹⁷ For the physical sciences, mathematics, computer science and engineering the percentage dropped to 34%.⁹⁸ The School supports many activities to attract more women to these fields including ongoing support for the SSU Women in Computer Science Club (WICS) and annual support to the Expanding Your Horizons (EYH) Conferences whose goal is to encourage more middle school girls and young women to take more math and science in

⁹³ 02/05/09 Email from Sheila Katz, Assistant Professor, Sociology

⁹⁴ 07/22/09 Email from Sheila Katz, Assistant Professor, Sociology

⁹⁵ <http://www.pressdemocrat.com/apps/pbcs.dll/article?AID=/20090719/OPINION/907179881&Title=PD-EDITORIAL-Dubious-loans&template=printpicart>

⁹⁶ “Data on SST Majors Fall 2005, June 2006” submitted by Sharon Cabaniss, Professor in Mathematics to Dean Saeid Rahimi of the School of Science and Technology June, 2006.

⁹⁷ https://www.sonoma.edu/aa/ir/enr94_05.shtml

⁹⁸ “Data on SST Majors Fall 2005, June 2006” submitted by Sharon Cabaniss, Professor in Mathematics to Dean Saeid Rahimi of the School of Science and Technology June, 2006.

high school. The School of Social Science, Pre-College Programs and University Outreach also support EYH. The Mathematics Department awards 10 memberships in the Association for Women in Mathematics to students annually.⁹⁹

Recommendations: The University should continue to support activities such as those mentioned in #9 above and not charge large fees for groups such as EYH to use University facilities. Additionally, faculty should be encouraged to help women students qualify for the CSU Pre-Doctoral Program and other special programs to encourage women to pursue post-baccalaureate studies in these fields. Since the Women's Resource Center has been very important for support to women in science programs in the past, the University should implement the Senate Ad Hoc Diversity Committee's recommendations regarding the Center for Culture, Gender and Sexuality (CCGS).¹⁰⁰

CURRICULUM ISSUES WHICH ESPECIALLY IMPACT RETENTION OF STUDENTS

One of the Committee's charges is to review curriculum. The Open Forum Report addresses this extensively and makes several recommendations. In addition, there are some examples of best practices which can be singled out at this time that relate to Student Retention.

1. Both the University 102 First Year Experience [formerly Freshman Seminar], including Freshman Interest Groups; the University 150 Freshman Year Experience courses; and Hutchins Lower Division courses have multicultural and diversity learning objectives and/or topics in their curriculum. This is an excellent way to introduce freshmen to many topics and issues they may never before have encountered. Additionally, instructors hired to teach these courses are expected to have experience teaching a diverse student body and experience with multicultural and diversity issues ranging from ethnicity to sexuality to disabilities. The University 238 Foundations of Leadership course and the "SAEM Student Leadership program engages a higher portion of students of color in leadership roles that produce a greater retention rate."¹⁰¹

Recommendation: Maintain and support these and similar courses and programs.

2. "In order to introduce new students to Sonoma State and to provide a real perspective on life here, [student] orientation [conducted before classes start] includes a segment on diversity and the campus climate.... Presentation Goals ...allow students the opportunity to explore how they are both similar or different from their peers...[and]Generate some constructive dialogue and provoke initial exploration of diversity issues...[This will] provide a foundation for future discussion of diversity at Sonoma and explore what they want their experience to be while enrolled on the campus."¹⁰²

⁹⁹ 07/23/09 Email from Marybeth Hull, Administrative Coordinator, Mathematics Department

¹⁰⁰ CCGS Senate resolution <http://www.sonoma.edu/Senate/Resolutions/CCGSrecoms.html>

¹⁰¹ 02/13/09 Email to the campus from Chuck Rhodes, Assistant Vice President, SAEM

¹⁰² 07/20/09 Email from Matthew Lopez-Phillips, Interim Vice President SAEM

Recommendations: Maintain and support these and similar programs for Orientation and during the academic year. Find a way to follow up with students who do not take a University 102 or 150 course and who are not in the Hutchins Program. Reach out to transfer students with similar programs. The University needs to develop and support ongoing efforts to provide students with multicultural competence training opportunities from orientation through graduation.

NOTE: There are other programs that the Ad Hoc Diversity Committee is gathering data on, but at this time they are still under investigation. There has been a serious problem obtaining data from the past due to a CSU policy of shredding all materials, including annual reports, dated prior to 2001. For example, the Committee was unable to obtain Recruitment Reports prior to 2000. Additionally, there are certainly more programs on campus that have not yet been mentioned since the Committee was not aware of them at the time of this report. However, this report and additional information will be available on the Committee's website at <http://www.sonoma.edu/senate/adhocdiversity.html>.

SUMMARY

In his February 13, 2009, letter to the campus from Chuck Rhodes, Assistant Vice-President of Student Affairs and Enrollment Management (SAEM), wrote that SAEM “has consistently taken a greater hit during budget cuts and these funds have not been restored to previous levels during better times. SAEM provides many of the retention-based programs....Conversations must concentrate on not only how can we attract a diverse population but how can Sonoma retain and graduate ...low-income students. This requires resources, [not] just fiscal but [also] a commitment of faculty and staff in student success.”¹⁰³

APPENDIX

1. “FTF 2000 - 2008 Campus 8-Year Graduation & Retention Rates” Report
2. ” Feedback from Open Forum for Students 11/19/08.”

¹⁰³ 02/13/09 Email to the campus from Chuck Rhodes, Assistant Vice President, SAEM

SSU DIVERSITY PROGRAMS—A REPORT & HISTORY (9/30/10)

Compiled by **Barbara Lesch McCaffry, Professor, Hutchins School of Liberal Studies** and **Sharon Cabaniss, Professor, Mathematics**

The **Charge to the Ad Hoc Diversity Committee** states that “this committee will . . . engage in a comprehensive review of the history and current status of Diversity at SSU at all levels”¹ The following is a preliminary review of that history. Curriculum is not specifically included except to mention when some programs were initiated.

The information contained in this report comes from a variety of sources and individuals and does not purport to be fully inclusive as we were unable to consult with the entire campus community, present and past. In addition, sometimes recollections of specific dates and names of programs may vary. When available, the notes and e-mails sent to the Committee have been included in the attachments to this report.

We made every effort to reconfirm the data contained in this report with those who supplied it and those to whom the current programs report.

Sonoma State University has had a long history of commitment to diversity and to faculty involvement in creating and supporting programs that enhance the recruitment, retention and graduation of a diverse student population and the recruitment, retention, and promotion of a diverse workforce. A number of programs were designed at SSU prior to federal, state or California State University (CSU) system-wide guidelines or requirements including the precursor of the **Educational Opportunity Program**, the **Learning Skills Services Program**, **Disability Services for Students**, and the **Inter-Cultural Center (ICC)**. In addition, **National Women’s History Month** originated at SSU in 1978 as a result of the University’s initial **Women’s Studies** course offerings.

STUDENTS

The interest in educational equity at SSU preceded the founding of the **Educational Opportunity Program (EOP)** in the CSU, a program designed to provide support to historically low-income, first-generation college students. Forty-two years ago an SSU faculty initiative led to the founding of the **Hidden Talent** program. Faculty and Student Services Professionals, including Jeanne L. Moore and Professor LaVell Holmes, came to the campus with expertise in working with underrepresented students. EOP celebrated its 40th anniversary in May 2009 with a special all-day schedule of activities.² During the 1967-68 academic year, another outgrowth of this faculty initiative was a federally funded program called **Multi-Cultural Services**. From its inception until 1980, when it was renamed **Learning Skills Services (LSS)**, its primary role was

¹ <http://www.sonoma.edu/Senate/Resolutions/Ad-HocDiversityCom.html>

² <http://www.ssualumni.org/s/937/index.aspx?sid=937&gid=1&pgid=252&cid=974&ecid=974&ciid=358&crd=0>

and continues to be providing academic support to low income **EOP** and other qualified students. Later **LSS** also began to provide support to students with disabilities.³

Beginning in 1973, four years prior to any state or federal civil rights laws regarding those with disabling conditions, **Disabled Student Services** began providing services to students with disabilities and advocating for increased accessibility to all university programs, services, and facilities. In 1975 a separate office and director, Anthony Tusler, were established. Throughout the years Sonoma State has been at the forefront of initiating services for different populations, including people with emotional and learning disabilities. This was before other colleges and universities recognized them as deserving of access to a college education.⁴

One of the initiatives that came out of **Multi-Cultural Services** was the **Inter-Cultural Center (ICC)**. Its goal was to provide leadership development and cultural pride for underrepresented students. The ICC was funded in its early days by the Student Union and “prior to 1994, EOP assigned one of its advisors half-time to serve as the Coordinator of the Intercultural Center. When Student Affairs was split into two distinct units in 1994, the ICC remained in Student Affairs and EOP was assigned to Student Academic Services. At that time, a full-time staff person was hired to coordinate the programs of the ICC.”⁵

In the mid-1990s, EOP was no longer able to provide funding for a designated **Student Affirmative Action** recruiter position in Admissions and Records whose responsibility was to assist in recruiting ethnically diverse students to SSU, many of whom were also eligible for EOP services. This position has not been filled since that time, although the current Associate Vice President for Student Affairs and Enrollment Management has been involved in outreach activities in Southern California and the Bay Area for many years.

When the Director of the Intercultural Center (ICC), Darius Spearman, resigned in the summer of 2005, the focus of the ICC was reduced to supporting student club events; and it was merged into the newly formed **Center for Culture, Gender and Sexuality (CCGS)** a year later (its name was changed to **The Multicultural Center or MCC** as of the Fall of 2010).

“In 1994, the separate EOP Services Program was merged to form Advising, Career and EOP Services, with staff from EOP and the other mentioned offices serving the entire undeclared population in order to increase student retention. The **EOP Outreach Program** to local high schools was moved to Student Outreach in the early 1990s. This program was recreated in the early 2000s and later eliminated because of funding cuts.”⁶ In 1994 there were two Academic Advisors, three Career Advisors, four EOP Advisors, and one Test Officer. In addition there were five managers and 7.5 support staff. In 2009 there were five total EOP and Undeclared Advisors and one Career Advisor, hired in June, along with two managers and two support staff

³ Information based on various emails and in-person interviews with current and past EOP staff.

⁴ 10/08/09 Email from Scott Kupferman with information from Anthony Tusler.

⁵ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

⁶ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

for all four programs.⁷

Another valuable program is the **Summer Bridge** program which “has been in existence for more than twenty years. Initially, it was an academic program. Incoming EOP students who needed remedial classes came to Bridge for 6 weeks, took classes in remedial Math and English, and also took a GE course that was taught by [Professor] LaVell Holmes in History. We currently receive exactly the same funding for Summer Bridge that we did 20 years ago. As housing costs, conference costs, and faculty salaries rose, we had to reduce Bridge to a 5 week program, then to a 3 week program, a 10 day program, and was reduced to a 7 day program. We have moved from an emphasis on strengthening academic skills to helping students with the social and emotional transition from high school to college. The one main benefit with the change is that all of our incoming FTF [First Time Freshmen] now attend Bridge, rather than just those students needing remedial help. We created the **EOP Academy** to provide additional academic support to our students during their first year at SSU.”⁸ The “Objectives of the EOP Academy [are to] Increase academic success of EOP FTF[;] Increase both 1 year and 2 year EOP retention rates[; and] Increase overall EOP Freshman retention rate to be comparable to that of all SSU FTF.” The “EOP Academy Model” follows this schedule: “During Summer Bridge, 15-20 EOP FTF live together with two student Peer Mentors. They receive advising from their EOP Advisor, who becomes a mentor for them throughout their career at SSU. They attend a series of workshops dealing with subjects such as financial aid, academic expectations, finding a job, and balancing school with home. Each group forms a cohort that will take classes together in the Fall.”⁹

SSU has a tradition of hosting special graduation celebrations for different groups. For example, the 28th annual **Raza Graduation Celebration** was held in 2010 for “students with Native American, Latino or Chicano heritage Many of the graduates participating in the La Raza ceremony are first-generation college grads, and this special celebration allows them to personally thank those who have gone out of their way to work with the students and help them achieve the goal of a college degree.”¹⁰ SSU also hosted the seventeenth **Black Graduation Celebration** in 2010 providing “an opportunity for the University to acknowledge the achievements of African-American students and the students to thank their families, friends, faculty and mentors.”¹¹ In addition, SSU celebrates several **heritage months** including Raza/Native American Month from mid-September to mid-October followed by Unity Through Diversity Month until mid-November, Black History Month in February, and Asian & Pacific Islander Awareness Month in April. Since the 1990s **Unity Through Diversity** has been celebrated from mid-October to mid-November.¹² With the elimination of a permanent director of the Center, there has been no unified programming for either Raza/Native American Month or for Unity Through Diversity for the past three years. We were told that the Multicultural Center

⁷ 08/12/09 Email from Joyce Chong, Managing Director Advising, Career & EOP Services

⁸ 05/12/09 Email from Bruce Peterson, Associate Director of EOP

⁹ “THE E.O.P. ACADEMY” from Bruce Petersen, Associate Director of EOP

¹⁰ <http://www.sonoma.edu/uaffairs/commencement/otherActivity>

¹¹ <http://www.sonoma.edu/uaffairs/commencement/otherActivity>

¹² “Banner Hanging Schedule 2008-09” from Susan Kashack, 04/10/09

(MCC) is planning some events in support of Unity Through Diversity Month during the Fall 2010 semester.

In the 1990s, the **Ad Hoc Committee on Equity Recruitment** was formed. The current Associate Vice President for Student Affairs and Enrollment Management Chuck Rhodes chaired it from 1998 to 1999. Since then Rhodes has attended several national conferences on recruitment and retention of students of color and has helped develop “extensive recruiting of students of color for Sonoma State University; developing our partnership programs in Los Angeles.”¹³ Another important outreach program is the **Migrant Education Advisor Program**, or **MEAP**, [which] is a collaborative advising program between the Office of Migrant Education, the Master’s in Counseling Program at Sonoma State University, and participating school districts.”¹⁴ The program has been operating since the 1996-97 academic year.¹⁵

In the early 2000’s SSU began a collaboration with educators in the Roseland area of Santa Rosa. **The Roseland University Prep [RUP]** high school “partnership started before they even started RUP, which was in 2003.... Our two Summer Experiences were in Summer 2007 and 2008. Although the dorm prices were a factor in our discontinuing the program, additional reasons were the budget problems which kept me from asking the President and the tribe for more money, as well as the fact that once the RUP grads were attending SSU, there was less need for the program.”¹⁶ Since their inception SSU faculty have served on the RUP Board and the Community Advisory Board. In 2009 SSU faculty continue to work with a student club at RUP, which is now a MESA club, and also work with a student club at Cali Calmecac Language Academy (a charter school in the Windsor Unified School District which offers a bilingual immersion program in Spanish and English) and with education counselors at Elsie Allen High School in Santa Rosa.

In its first 20 years, SSU had a significant returning adult population and a vibrant **Re-Entry Program** was created which served non-traditional age students, especially those transferring to SSU from local area community colleges. In 1975 SSU students started a support group for women re-entry students.¹⁷ Dr. Tak Richards, coordinated the Re-Entry Program, however “upon the retirement of Dr. Richards, this program was assigned to other staff members within ESAS (Enrollment and Student Academic Services).”¹⁸ Eventually the program was discontinued, and this contributed to a decline in potential students who would benefit from the

¹³ Chuck Rhodes’ response to Senate Ad Hoc Diversity Committee Report on Students

¹⁴ <http://www.sonoma.edu/counseling/MEAP.pdf>

¹⁵ 09/16/09 Email from Giselle Perry, College Coordinator, Migrant Education Advisor Program (MEAP)

¹⁶ 11/11/09 Email from Lynn Cominsky

¹⁷ <http://www.spflrc.org/~walker/sonomawomen/timeline.php>

¹⁸ 5/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

Faculty Evaluated Prior Learning Program (FEPLP) that is now on the books as a self-support program in Extended Education.¹⁹ “In the first twenty years of the University’s existence, reentry students were 40-50% or higher of the Universities [sic] enrollment. In order to stabilize the University’s uneven enrollment, a decision was made to increase the number of traditional-aged college students. By [that] time, the Reentry Program as a distinct program was closed; the percentage of reentry age students had declined to less than 20%.”²⁰

The **Faculty Evaluated Prior Learning Program (FEPLP)**, which both Dr. Richards and Professor J.J. Wilson initiated, is now housed in the School of Extended Education. The current coordinator is Professor Barbara Lesch McCaffry. Several staff (including Beth Warner and Lane Olson) are exploring options for re-starting the program that has been in hiatus due to Professor Lesch McCaffry’s participation in the Faculty Early Retirement Program.

SSU has a long history of support for women’s issues, and the first **Women’s Studies** courses were offered in 1971–72. The Women’s Studies minor was approved in 1978, and “courses in the early 1970s included lesbian-focused courses as well as more general women-oriented courses and the first intersectional courses (on racism and sexism) were taught through the Women’s Studies program in 1978 It should be noted that Women’s Studies successfully fought off an attempt by administration to abolish the program in 1980, a career minor in women’s health was established in 1983, and that Women’s and Gender Studies became an official major in 1998 and a department in 2001 WGS has established [a] multiple funded ongoing speakers series that have [sic] been free and open to the campus community since 1997. The Women’s Health Lecture Series ran each fall from 1997-2008. The Queer Studies Lecture Series has run since 2003. In Fall 2009, the Feminist Lecture Series replaced the Women’s Health Lecture Series.”²¹

A professionally staffed **Women’s Resource Center (WRC)** opened in 1987.²² Prior to that the WRC had been student run. The WRC was instrumental in coordinating Women’s History Month in March, as well as many other activities. When the Director of the Women’s Resource Center (WRC), Kris Montgomery, retired in the summer of 2005, the focus of the WRC was reduced to supporting student club events; and it was also merged into the CCGS the next year and is now part of the Multicultural Center.

“In Fall 1993, Women’s Studies Program faculty Cindy Stearns and Kay Trimberger wrote the original National Science Foundation (NSF) grant for SSU’s first “**Women in Science**” program.”²³ The program was housed in the School of Natural Science (now Science and Technology), and Christina Ritchie-Gray served two or three years as the Coordinator. Prior to that, the Dean of Natural Sciences, Don Farish, supported Prof. Jean Bee Chan and then Prof.

¹⁹ Information is based on email and in-person interviews with various participants.

²⁰ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

²¹ 11/5/09 Email from Prof. Don Romesburg.

²² <http://www.spflrc.org/~walker/sonomawomen/timeline.php>

²³ 11/5/09 Email from Prof. Charlene Tung.

Sharon L. Cabaniss as Northern California coordinators of the Mathematics Association of America (MAA) **Women in Mathematics Program**, which sent speakers to high schools throughout the region. The School also supported the launching of the annual **Expanding Your Horizons (EYH)** conferences in 1993 at SSU where the first two conferences were held. Subsequent conferences alternated between SSU and Santa Rosa Junior College. The purpose of EYH is to encourage middle school age girls and young women to take more math and science in school in order to broaden their educational and career choices. At the time of this writing the conference continues to be held.²⁴ In 1994 the SSU chapter of the national **Women in Computer Science (WICS)** was founded “to recruit and retain female Computer Scientists.”²⁵ In 2009 SSU became one of 13 groups, two in California, to obtain a **METEOR** grant “to support projects that will help high school girls gain higher proficiency in math and science.”²⁶ The award of \$190,000 was obtained through the efforts of many people and coordinated by Susan Wandling in SAEM.²⁷

SSU has an **Athletics program** that included eight women’s teams in 2009.²⁸ In 1993 the California State University system entered into the “CSU/Cal-NOW Consent Decree Regarding Equal Opportunity in Athletics for Women Students”²⁹ to provide equal opportunities for women athletes and to comply with Title IX. Since 1998, when enforcement began, SSU has reported on its compliance. Data shows that in 2006-07 the department “fell short of being compliant with the operating budget” and in 2007-08 it additionally “fell short on scholarships During the 2008-09 reporting period we met all three components.”³⁰ In 2007 a former softball coach Chris Elze won a gender discrimination suit against SSU and was awarded \$229,000.³¹ Recently, it has been reported that men have replaced several women as head coaches of women’s athletic teams. Currently, there are only two women head coaches for the eight women’s athletic teams. In addition, although there has not been a formal analysis, the University budget documents indicate that women coaches are paid, on the average, lower than their male equivalents.

“In the 1980s and early 1990s, the nation and Sonoma County was ravaged by AIDS/HIV. Sonoma State was not spared from this epidemic. While not a gay disease, during those early years it was gay and bisexual men [who] were most likely to become infected and die, often within a short time. The University responded by creating an **AIDS [Coordinating] Committee**, in 1987 composed of faculty, staff, administrators, students and community members. This committee not only was engaged in planning the response, but did presentations in classes, the Residential Community and student groups. Pre- and post tests were given to determine [what] students had learned. Condoms became more readily available throughout the

²⁴ Information is based on email and in-person interviews with various participants.

²⁵ 05/21/09 Email from Tia Watts, Professor, Computer Science Department

²⁶ <http://www.ed.gov/news/pressreleases/2009/06/06232009.html>

²⁷ 07/19/09 Email from Susan Wandling, Director, Early Outreach Programs

²⁸ <http://sonomaseawolves.com/>

²⁹ <http://www.calstate.edu/calnow/intro.shtml>

³⁰ 09/24/09 Email from Yvonne Burbank, Associate Athletic Director

³¹ <http://www.pressdemocrat.com/article/20070612/NEWS/70612014>

University, with Residential Life giving out tens of thousands during educational and social programming.”³² In 1989, the former Director of Affirmative Action and Faculty Affairs Barbara Lesch McCaffry “created the **Faculty Sub-Committee on AIDS** which included representatives on the committee from each of the schools (as well as Anthony Tusler and Ron Logsdon). This was a pro-active committee that attempted to respond to faculty needs and concerns and was active from 1989-1995.”³³

“Several major forums were held with Dr. Richard Keeling, the nation’s top expert on college student health[,] visiting SSU at least twice. Cleve Jones[,] founder of the Names Project AIDS Quilt [,] also visited the campus. For about five years, an **AIDS Memorial** was held on campus. Chuck Rhodes designed[,] and [former] student Angie Schell completed the work on a panel to remember members of the SSU Community who had died of the disease. The panel was dedicated during a quilt display in Sonoma County. The University lost several members of the campus community to this disease; most notably Dr. Jeffrey Doult, founding Dean of the School of Business and Economics and Ron Logsdon, a long-term Student Services Professional staff member in the Career Center [.] During the budget crisis of the 1990’s, the efforts of this committee declined.”³⁴ It was “folded into a campus-wide presidentially appointed Committee on Wellness and Health Promotion. This committee was disbanded [in 2005-2006]. . . . The **SHC [Student Health Center]** does keep HIV/AIDS issues at the forefront of our many health education and outreach efforts . . . especially focused around the week of **World AIDS Day** in December.”³⁵

“The first **gay and lesbian student group** at Sonoma State College [was] founded in the early years of the institution. The group was reactivated as a result of the actions of two faculty members in the Nursing Department, Jan Hitchcock and Sue Berg... [who wanted to support] the large number of gay, lesbian, and bisexual students who were registered nurses and who had returned to college to get a Bachelor of Science degree in Sonoma’s two-year program. The student group has been continuous since the late 1970s.”³⁶ Mirroring society's greater awareness of sexual orientation issues, these groups have become more inclusive in scope over the years. For example, the group in the 1980s was called the **Gay Lesbian Alliance of Sonoma State (GLASS)**.³⁷ “In the early 2000s, the University with support from the student group has recruited prospective students at several gay themed events In the late 1980s the Office of Residential Life was one of the first two programs in the country to advertise for gay, lesbian, and bisexual professional live-in staff. There has been at least one identified GLBT[Q]

³² 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

³³ 09/07/09 Email from Prof. Barbara Lesch McCaffry, Co-Chair Senate Ad Hoc Diversity Committee

³⁴ 08/26/09 Email from Chuck Rhodes, Assistant Vice President, SAEM

³⁵ 09/16/09 Email from Dr. Georgia Schwartz, Director SSU Student Health Center

³⁶ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

³⁷ 05/12/09 Email from Rick Luttmann, Professor Mathematics Department and 07/26/09 Email from Robert Plantz, Emeritus Professor of Computer Science

professional live-in staff since 1997.”³⁸ There is also a strong faculty presence at SSU from the GLBTQ community. “In the early 2000s, the University with support from the [GLBTQ] student group has recruited prospective students at several gay themed events. Beginning in 2005, through funding from the Division of Administration and Finance, the group has marched annually in the San Francisco Gay and Lesbian Parade. When [the] CCGS was created, providing support for gay student programming was included in its mission.”³⁹

Currently there is a **Queer-Straight Alliance** whose goal is “to provide a supportive atmosphere for queer identified students, faculty, staff, and their allies, as well as to increase awareness and visibility of the queer community and their allies on Sonoma State campus.”⁴⁰ In the Fall the University celebrates **Coming Out Day**. In 2010 the third annual **Rainbow Graduation Celebration** was held. It provides “a time for the queer, gay, lesbian, bisexual, transgender, two-spirit, intersex, questioning, same-gender-loving people and their friends, family, and allies of Sonoma State University to come together to celebrate the accomplishments of the last year and to recognize those moving on to the next fabulous chapter in their lives. The aim is a graduation that honors and celebrates all of who you are.”⁴¹ The 2003 **Queer Studies Lecture Series in Women’s and Gender Studies was one of the campus efforts to address issues related to sexual orientation and gender identity inclusion.**

In 2001 a **Safe Zone** program was initiated by Terilyn Bench, Laurel Holmstrom, Kris Montgomery, and Richard Rodriguez. Its mission was “to develop and maintain a network of informed faculty, staff and students who will be visibly supportive of students, staff and faculty who identify as gay, lesbian, bisexual, transgender or questioning [GLBTQ]; who will work to support the SSU policy of non-discrimination based on sexual orientation; and who will foster a campus climate where, regardless of sexual orientation, anyone may feel safe, supported, respected and affirmed.”⁴² In the first three years more than 450 people signed up as “Zone Allies,” and Provost Bernie Goldstein helped with some funds to cover materials.⁴³ Out of this effort, many students began to discuss the desirability of having a GLBTQ center on campus, but found no support from the Student Union. In its May 2006 resolution opposing the dissolution of the ICC and WRC (see Resolution Regarding New “Center for Gender and Cultures”) the Senate included a request that “senior campus administration . . . identify funds to support a position for the provision of GLBTQ Programs/ Services equal in status to those of the supporting gender and multicultural programs/services.”⁴⁴ However, the newly established CCGS was never fully staffed to cover service to all three major student groups.⁴⁵ The CCGS took over the Safe Zone program; however, it received no attention. The stickers and pledge were revived in Fall, 2008 when faculty started reporting that Zone stickers were torn from their

³⁸ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

³⁹ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

⁴⁰ <https://secureapp.netclubmgr.com/ICS/CM/V2/Student/Club.aspx?uid=snmstu&ClubId=5368>

⁴¹ <http://www.sonoma.edu/uaffairs/commencement/otherActivity>

⁴² <http://www.sonoma.edu/safezone/>

⁴³ 05/12/09 Email from Laurel Holstrom-Vega, Academic Senate Analyst

⁴⁴ <http://www.sonoma.edu/Senate/Resolutions/ResGenderCulture.html>.

⁴⁵ Information is based on email and in-person interviews with various participants.

doors. However, the training component in the Residential Community and the coordination were no longer staffed. The Academic Senate passed a resolution drafted by the Ad Hoc Diversity Committee and Senate leadership condemning these attacks.⁴⁶

The Academic Senate has taken positions in support of nondiscrimination against GLBTQ students and faculty by also passing resolutions in 1998 against military recruiters on campus because of the military's discriminatory policy "against gay and lesbian persons."⁴⁷ This was reaffirmed in 2007 with a resolution against military sponsorship of SSU Athletics in order to "reaffirm those principles outlined in the University policy on non discrimination."⁴⁸ The Senate also passed a resolution against campus blood drives because the drives discriminate against gay men that is in violation of the University Non-Discrimination Policy.⁴⁹ That policy, dating back to 1996, can be found at <http://www.sonoma.edu/uaffairs/policies/non-discrimination.htm>.

"It should be ... noted that the term "sex" was expanded in 2004 in relevant non-discrimination legislation, per state law and statewide CSU policy, to include gender identity and expression. It should be noted, however, that this only covers employment, and that other campuses have made gender identity an explicit part of their general nondiscrimination policy (CSULB, SDSU, Chico) while SSU has not"⁵⁰

There have been services for support to students with disabling conditions since the early 1970s. The office of **Disabled Student Services** was established in 2005 and in 2008 it was renamed the office of **Disability Services for Students**. In 1994 the Disabled Student Services Advisory Committee and the Academic Senate approved a University Policy "Disability Access for Students." This was then updated and signed by the President in May, 2005. It states "Sonoma State University is committed to providing an inclusive environment, which is responsive to the needs of all students. To ensure this inclusion, appropriate accommodations are provided to students and prospective students who have self-identified with verified disabilities and who require these accommodations in order to enjoy access to university programs, services, or activities for which the individuals are otherwise qualified The University's goal is to provide an equivalent academic experience and learning opportunity, not to guarantee the success of the student's education or career."⁵¹

According to their website, "Disability Services for Students (DSS) assures students with disabilities equitable opportunities for higher education. DSS provides specific academic-related accommodations such as disability management advising, note takers, alternate media, assistive

⁴⁶ <http://www.sonoma.edu/Senate/Resolutions/ResVandalismF08.html>

⁴⁷ <http://www.sonoma.edu/Senate/Resolutions/militaryrecruit.html>

⁴⁸ <http://www.sonoma.edu/Senate/Resolutions/ReaffirmNonDisc.html>

⁴⁹ <http://www.sonoma.edu/Senate/Resolutions/BloodBanks.html>

⁵⁰ See <http://www.calstate.edu/HRAAdm/pdf2004/HR2004-12.pdf>, <http://oerc.sdsu.edu/nondiscrequalopp.htm> and <http://www.csulb.edu/depts/oed/policies/polst-r1.htm>.

⁵¹ <http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm>

technology, and other reasonable accommodations. DSS also coordinates various workshops and events that provide information and raise awareness of disability-related topics.”⁵² In the Spring of 2009, DSS sponsored the first **Disability Awareness Week** to foster a broader understanding of disability as part of the University’s diversity discussions. Recently [2009] SSU founded the 32nd chapter of Delta Alpha Pi-International Honor Society, which presents an opportunity to recognize students with disabilities for their academic achievements.⁵³

As was mentioned previously, “in 1994, the Division of Student Affairs was split into two divisions: Student Affairs and Student Academic Services (later Enrollment and Student Academic Services). Among the changes was the creation of the Advising, Career and EOP Offices [which] was formed by combining the three mentioned programs. One of the charges given to the Student Affairs Division by President Armiñana was student diversity. Lanette Brown, who had been Director of Pre-College Programs [,] was promoted to the position of Assistant Vice-President for Student Affairs—Educational Equity. When she resigned in 2000, the position was given different responsibilities. The campus-wide **Educational Equity Advisory Committee** was eliminated. That committee had been charged with assessing barriers and success in terms of recruiting, retaining and graduating students from underrepresented groups. According to Professor Peter Philips, “Lanette Brown’s committee was significant and operated in the late 1990s. The committee made many important recommendations for focus[ed] recruitment, ending of the special admissions program, and building sensitivity to minority issues on campus.” He added that all of this was “completely ignored by the administration.”⁵⁴ An ad hoc committee in SAS [Student Academic Services]-chaired by Chuck Rhodes completed a report on the recruitment, retention and graduation of underrepresented ethnic minority students. Members of the Educational Equity Advisory Committee participated in the ad hoc committee which endorsed the report.”⁵⁵ Since then, we are not aware of any comparable activities in this area.

“With the retirement of the **Coordinator for Veteran’s Office Al Fortin**, that position was eliminated. At the time of Sonoma State [’s] founding there had been a number of veterans enrolled. [From] the time of Al Fortin’s retirement, the number of Vietnam-era veterans had declined sharply. The advising responsibilities were given to the evaluators in Admissions and Records, of which the veterans’ program had been a part.”⁵⁶ In 2005 there was “one work study student working 10 hours a week or less” on Veteran Affairs. However, in 2009 there were “two staff devoting significant time, plus one VA specific work study student at 15 hours per week.”⁵⁷

⁵² <http://www.sonoma.edu/dss/>

⁵³ <http://www.sonoma.edu/dss/>

⁵⁴ Email 10/5/2009.

⁵⁵ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

⁵⁶ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

⁵⁷ SSU Veterans Overview, Sept. 2009, from Sean Johnson, SAEM

We are not aware of any current programs in place to address the needs of veterans returning from service in the Iraq and Afghanistan conflicts.

As mentioned previously, the ICC and the WRC were merged into the **Center for Culture, Gender and Sexuality (CCGS)** in 2006. Additionally, “[w]hen CCGS was created, providing support for gay student programming was included in its mission.”⁵⁸ Thus the new CCGS director was responsible for three different areas, two of which previously had their own directors. In May of that year the Academic Senate passed a resolution opposing the dissolution of the ICC and WRC (see Resolution Regarding New “Center for Gender and Cultures”).⁵⁹

The prior director of the Women’s Resource Center, Kris Montgomery, had also been the designated **Sexual Assault Education Coordinator (and prior to that the position had been held by Eileen Naughton-Merberg)**. The campus has not had a designated person since then. The result has been an absence of comprehensive support for students experiencing sexual violence either on or off campus. Other than Police Services, there is no designated person to provide guidance or support on campus except counselors working in **Counseling and Psychological Services** during normal working hours Monday-Friday. The reason only this office has been handling these cases is that the CSU Office of General Counsel notes concerns about the confidential nature of some of these reports. However, in Fall 2009 that office was four short of the national standard⁶⁰ and there is no confirmation that all of the counselors have had specific rape crisis training.⁶¹

During the initial two years of the **CCGS** (which was renamed the Multicultural Center or MCC at the beginning of the Fall, 2010 semester), there were concerns raised about the level of support available for events being planned by a range of student clubs and, in particular, the heritage months celebrations with only one paid staff person in the CCGS. This has been even more the case since the Fall of 2008, when the CCGS Director, Bonnie Sugiyama, resigned. Since her departure there has been no designated person responsible for coordinating Unity Through Diversity Week, Black History Month, Women’s History Month, Asian Awareness Month and Raza/Native American Month, and inconsistent support for these campus-based and student-centered programs (all previously responsibilities of the WRC and ICC and then the CCGS). There has also been very limited administrative support provided to the student interns who traditionally work in the Center. At the beginning of the Fall 2008, the Center was reassigned with other Student Union programs from SAEM to the Division of Administration and Finance (A&F), but there has not yet been a search for a new Director.⁶² In May 2009 the Senate unanimously passed a resolution supporting the return of the Center to SAEM and the immediate

⁵⁸ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

⁵⁹ <http://www.sonoma.edu/Senate/Resolutions/ResGenderCulture.html>

⁶⁰ Reported by Student Affairs Committee liaison to Athletic Advisory Council on Sept. 10, 2009.

⁶¹ 09/13/09 Email from Barbara Lesch McCaffry, former Director of Affirmative Action.

⁶² Information is based on email and in-person interviews with various participants.

hiring of a new Director.⁶³ As of this writing, funding for the Center and a director are still not forthcoming. However, in Fall 2009 the Center was returned to SAEM (but without one of the two office spaces used as a meeting space for students and club members). It was charged \$30,000 rent for its offices in the Student Union, the only allocation provided for the Center when it was reassigned to back SAEM.⁶⁴ No funding was provided for staffing, students interns or programming. However, SAEM re-assigned one staff person during most of the 2009-10 academic year to work in the Center 50% of his time and he coordinated a number of unpaid student interns. At the end of the 2009-10 academic year, the center was assigned to Associate Vice President for Student Affairs and Enrollment Management Chuck Rhodes. At the beginning of the 2010-11 academic year, it was renamed **The Multicultural Center (MCC)** and three staff members from Residential Life were reassigned on a part-time basis to coordinate services and coverage in the MCC.

In addition to programs such as Women's and Gender Studies, American Multicultural Studies, Chicano/a Studies, and Native American Studies that explicitly currently support diversity efforts, there are many other programs on campus that currently support diversity efforts. The **Louis Stokes Alliance for Minority Participation (LSAMP)** is coordinated by Mathematics Prof. Sam Brannen and was just renewed for another five years with the support of the Provost's office.⁶⁵ It was started as the **Alliance for Minority Participation** in 1993 by Mathematics instructor Mary Anne Sobieraj with support from then Vice President of Academic Affairs Don Farish. Sobieraj also helped the Mathematics Department establish workshops modeled on those developed by Uri Treisman at UC Berkeley to encourage ethnic minority students to succeed in mathematics courses.⁶⁶

A new **Mathematics Engineering Science Achievement (MESA)** program was launched in the Fall of 2009 in the School of Science and Technology coordinated by Prof. Lynn Stauffer. "SSU MESA works to enrich the learning environment for educationally disadvantaged students so that upon graduation these students can enter STEM-related professions. SSU MESA is part of a statewide organization established in 1979 with academic support programs at the K-12, community college, and university levels. Academic workshops, professional development, community and partnering with area high schools, community colleges, and industry are key elements of MESA. More information can be found on MESA's website at <http://mesa.sonoma.edu>. MESA is seeking SSU financial support in order to continue and strengthen the program for the 2009-10 academic year."⁶⁷

The **McNair Scholarship Program** was initiated in SAEM in 2007 and has helped several SSU students with scholarships. "Eligible students must fall into at least one of the two following

⁶³ <http://www.sonoma.edu/Senate/Resolutions/CCGSrecoms.html>

⁶⁴ Information is based on email and in-person interviews with various participants.

⁶⁵ May 2009 Email from Sam Brannen, Professor, Mathematics Department

⁶⁶ http://www.sonoma.edu/pubs/nb/2007/05_18/retirement.shtml

⁶⁷ 10/13/09 Email from Lynn Stauffer.

categories; low-income and first-generation OR belong to an ethnic minority group underrepresented in American Graduate Schools (African-American, Hispanic, American Indian/Alaskan Native).”⁶⁸

Other programs have been changed or eliminated. For example, the focus of the **Teacher Diversity Program** was shifted from recruiting underrepresented students into teaching careers to focus on Mathematics and Science teachers; and **Project Quest**, which worked with potential transfer students interested in careers in teaching in ethnically diverse Vallejo, was eliminated.⁶⁹

“In the late 1980s, the Office of Residential Life began providing in-depth **diversity training** for its student staff, leaders and professional staff. The Office utilized nationally known experts to train its staff in order to provide an inclusive environment for the residents. This program has been expanded to include faculty and peer mentors that work with the EMT [Educational Mentoring Team] program.”⁷⁰ From the mid-1990s through 2000, the Affirmative Action Office also developed and provided non-discrimination and sexual harassment training to managers, faculty, staff and students.⁷¹ We are not aware of any current coordinated efforts at this time.

In 1984 the **Campus Climate Committee (CCC)** was created to report to the President and was administered by Academic Affairs. The Committee’s charge was “to assess the general climate of the University and to make recommendations to the President regarding actions the University might take to maintain and improve a positive campus climate To serve the University in the role of fact finding and conflict resolution in relation to specific campus incidents which threaten a positive campus climate...Ensure that there is continuity from existing members and fresh input from new participants each year.”⁷² It produced an important analytical and statistical document, “Campus Climate Toward Diversity 1998 – 2007 Trend Analysis” which compared data from the Campus Climate Survey for four points in time: 1998, 2001, 2004, and 2007.⁷³ That report showed significant concerns regarding the perceived campus climate toward several different groups, especially GLBTQ students.

The Campus Climate Committee was discontinued in the Fall of 2008 when the President and Provost formed the **President’s Diversity Council (PDC)**. It “is charged with promoting diversity in three major areas: outreach, recruitment, and retention of diverse students, faculty, and staff; diversity in the curriculum; [and] promotion of civility and multicultural competence in the campus community. In order to advance this agenda, the Council will be responsible for

⁶⁸ http://www.sonoma.edu/pubs/NB/2007/11_02/faculty.shtml

⁶⁹ Information is based on email and in-person interviews with various participants.

⁷⁰ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs”

⁷¹ Personal interview with Barbara Lesch McCaffry, former SSU Director of Affirmative Action

⁷² Dec. 16, 1999, Memorandum from Provost Bernie Goldstein

⁷³ https://www.sonoma.edu/aa/ir/annual_reports/2006-2007/CampusClimateTowardDiversityTrends2007.doc

developing a Diversity Strategic Plan for Sonoma State University.”⁷⁴ In its first year the PDC was co-chaired by Provost Eduardo Ochoa and the 2008-2009 Chair of the Academic Senate, Scott Miller. During the 2009-10 academic year it was co-chaired by Provost Ochoa and the subsequent Chair of the Senate, Professor Susan Moulton. Dean Elaine Leeder will be serving as the facilitator during the 2010-11 academic year.

At the beginning of the Spring 2009 semester, the Senate’s annual faculty retreat focused on diversity, and the PCD coordinated a Diversity Retreat in the middle of the Spring 2009 semester for the entire campus community. The campus is still awaiting the release of the PDC Strategic Plan including prioritized objectives with timelines and proposed budgets and the presentation on the Diversity Mapping Project by a consultant to the University, Dr. Rona Halualani on September 28, 2010.

Previously, Chuck Rhodes “initiated [a] conversation with the President and with the Provost [Bernie Goldstein] about the need for a diversity retreat” which was held in Spring 2001. “Two outcomes of that retreat were the **Diversity Vision Statement** and the creation of a **Diversity Council**.”⁷⁵ After the Vision Statement was adopted, the Diversity Council was dissolved. “For about a year after the retreat, [Provost Goldstein] hired Juan Lopez, a noted consultant [,] to work with him and [to assist] the Diversity Council to move forward. That ended when [Provost Goldstein] retired.”⁷⁶

In March 2008 the Academic Senate Ad Hoc Committee, which had been established in response to the previous year’s vote of no-confidence in President Armiñana, sponsored a “**Diversity Conversation**” because lack of diversity was one of the concerns behind that vote. About 25 faculty, students and staff attended.⁷⁷ In May 2008 the Senate passed a resolution to form an **Ad Hoc Diversity Committee** consisting of faculty, staff, students, and administrators.⁷⁸ It was co-chaired by two faculty and included faculty, staff, administrators and students. The Committee began to meet in late October, 2008, and the two faculty co-chairs presented regular reports to the Senate. It also sponsored a well-attended **Forum on Diversity** in Fall 2008 and three more forums in March 2009. It also established a web site at <http://www.sonoma.edu/senate/adhocdiversity.html>. In May of 2009, a preliminary report on the Spring Forums was distributed to the Academic Senate along with a Summary report on the activities of the committee during the 2008-2009 academic year. Reports on Student Data, and Faculty and Staff Data and a final report on the Open Forums, as well as this historical summary of SSU diversity activities was presented to the Academic Senate in Fall, 2009 and posted on the

⁷⁴ <http://www.sonoma.edu/diversity/pdc/>

⁷⁵ 05/13/09 Email from Chuck Rhodes, Assistant Vice President, SAEM, and “Revisions to Ad Hoc Document on Diversity Programs.” Also see <http://www.sonoma.edu/diversity/>

⁷⁶ 09/14/09 Email from Chuck Rhodes, Assistant Vice President, SAEM

⁷⁷ http://www.sonoma.edu/Senate/AdHoc/Diversity3_19_08.doc

⁷⁸ <http://www.sonoma.edu/Senate/Resolutions/Ad-HocDiversityCom.html>

Ad Hoc Committee's web site. A status report was submitted to the Senate in May of 2010 and a final report will be presented to the Senate on September 30, 2010.

A contribution to the history of diversity at SSU appeared in Fall 2008 when Prof. Peter Philips from the Sociology Department published a 37-page study entitled "Building a Public Ivy [BPI], Sonoma State University, 1994-2007, A Study of Student Racial Diversity and Family Income at SSU Compared to Other California State Universities."⁷⁹ According to the abstract:

"Sonoma State University (SSU) has recently achieved the status of having the whitest student population of any public university in the State of California. In addition, SSU has the wealthiest freshmen of most, if not all, four-year public universities in California. Research shows, that beginning in the early 1990s, the SSU administration specifically sought to market SSU as a public ivy institution—offering an ivy-league experience at a state college price. Part of this public ivy packaging was to advertise SSU as being in a destination wine country location with high physical and cultural amenities. These marketing efforts were principally designed to attract upper-income students to Sonoma County.

Motivation for these changes was to turn SSU into a residential campus, increase the SSU donor base, and improve time-to-degree efficiency— all measures of success encouraged by the California State University (CSU) Board of Trustees and the CSU state-level administration.

To achieve the desired outcome of becoming a wine-country public ivy the SSU administration implemented a dual program, that included a special admissions screening arrangement using higher SAT-GPA indexes than the rest of the CSU system, and recruitment at predominately white upper-income public and private high schools throughout the West Coast and Hawaii.

The resulting lack of diversity and the allocation of resources away from the instructional mission of the University contributed to 74 percent of the SSU faculty voting no confidence in the President in 2007.

A survey of students of color at SSU describes continuing incidents of racial discrimination and generally less racial comfort on campus compared to students of color at the two closest CSU universities.

An article in the March 23, 2009, *Press Democrat* reports, "Phillips contends that SSU's condition is the result of selective admissions and recruitment policies intended to develop a 'public ivy,' a school offering an ivy-league experience at a state college price."⁸⁰ The Office of Admissions and Recruitment and Matthew Lopez-Phillips, Interim Vice President of SAEM, distributed a response which argued that the "claim by BPI that Sonoma State only recruits in

⁷⁹ www.sonoma.edu/Senate/DiversityStudyPhillips.doc

⁸⁰ <http://www.pressdemocrat.com/article/20090323/news/903230309?Title=Is-SSU-too-white-and-wealthy->

high income areas is not true.”⁸¹ Prof. Phillips then published a reply to this critique.⁸² (This information is included in this report because the documents offer additional information about diversity at SSU.)

Current programs and services at SSU in support of diversity were compiled during the 2007-2008 academic year by the Division of Student Affairs and Enrollment Management (SAEM) and the Division of Academic Affairs in response to the University’s accreditation visit by WASC.⁸³ (In addition, the University has a Diversity web site that includes a listing of current programs⁸⁴ and student clubs.⁸⁵ The University submitted a report to WASC on Diversity which is posted on the campus web site.⁸⁶

FACULTY AND STAFF

In the mid-1970s the University hired its first **Affirmative Action Officer**, Bari Evans. Upon his departure from the campus, Professor Homero Yearwood, a faculty member in the Department of Criminal Justice Administration stepped in on an interim basis. At that time, there was a **Senate Faculty Affirmative Action Committee** and a **Staff Affirmative Action Committee**, both of which were involved in working directly with departments that were engaged in recruitment in order to assist with enhancing the diversity of the applicant pools and the outcome of the searches.⁸⁷

At the beginning of the Fall 1980 semester, Barbara Lesch McCaffry was hired as the **Director of Affirmative Action** in a position that initially reported to the President of the University. She continued in that capacity until the end of the Spring 2000 semester. During her tenure, there was a University-wide **Affirmative Action Advisory Committee** whose faculty representatives were elected by the faculty and recommended by the Senate.⁸⁸

At the beginning of the Fall 1994 semester, the Affirmative Action function was merged with the Faculty Affairs Office in Academic Affairs in order to provide increased focus on enhancing the diversity of the instructional faculty. Several years later, with the expansion of responsibilities to provide a university-wide training program and investigate student-to-student complaints, both Barbara Kelley and Bill Houghton (who were working in Faculty Affairs) provided assistance. During this time, an **Academic Freedom Sub-committee of the Senate** was formed, in part to address concerns regarding the new discrimination complaint procedures implemented in

⁸¹ Senate-talk email, “Sonoma State University Student Recruitment 2004 to 2008” by Matthew Lopez-Phillips, Interim Vice President of SAEM and the Office of Admissions and Recruitment

⁸² 01/28/09 Senate-talk email, ”Response to: [Senate-talk] Sonoma State University Student Recruitment 2004 to 2008” by Prof. Peter Phillips, Sociology Department

⁸³ see http://linus.sonoma.edu/aa/portfolio/standards/1.5b_Evidence.pdf

⁸⁴ <http://www.sonoma.edu/diversity/resources/programs.html>

⁸⁵ <http://www.sonoma.edu/diversity/resources/clubs.html>

⁸⁶ http://www.sonoma.edu/aa/portfolio/ee_review/EER_Final/7-Diversity.pdf.

⁸⁷ Information is based on email and in-person interviews with various participants.

⁸⁸ Information is based on email and in-person interviews with various participants.

response to a complaint filed against the University with the United States' Department of Education's Office for Civil Rights.⁸⁹

At the beginning of the Fall 1999 semester, due to budget concerns, there were significant staffing cuts made in the Academic Affairs Office and responsibility for affirmative action was transferred to the Division of Administration and Finance. The prior Affirmative Action function was merged with Employee Relations and Compliance, and the scope of responsibilities changed accordingly. The campus-based training program on non-discrimination and affirmative action for faculty, staff, students and administrators (which had been designed and implemented in response to a complaint filed with the U.S. Department of Education's Office for Civil Rights) was replaced with a generic on-line training program on sexual harassment. In addition, the proactive program ("affirmative action") was no longer included in the incumbent's job responsibilities.⁹⁰

The following year, Tim Young was hired to serve as the **Director of Compliance and Diversity Programs** and, upon his departure a few years later, Kathy Anderson was assigned those responsibilities. She had previously been hired to coordinate employee training programs, including sexual harassment. Upon her departure at the end of the Fall 2007 semester, the position was not filled. The existing staff in the Office of Employee Relations and Compliance have assumed many of those additional responsibilities.⁹¹

As Assistant Professor Don Romesburg noted, "Women's and Gender Studies, American Multicultural Studies, Chicano/a Studies, and Native American Studies ... should be noted for their capacities to bring diversity hiring, retention, and promotion to the forefront of the campus community. ... Moreover, Women's and Gender Studies should be highlighted for its Gendered Intersections Faculty Research Colloquia that supports faculty research that engages intersectional analyses particularly into the interworkings and tensions between and among gender, sexuality, race, ethnicity, and/or nation and encourages ways to incorporate intersectional analyses into research and teaching."⁹²

In Spring 2008, the Academic Senate passed a resolution in support of a local California Faculty Association (CFA) "Workshop Addressing Equity, Diversity, and Affirmative Action." The workshop was to address "issues of equity, diversity, and affirmative action at SSU."⁹³ That spring the Senate sponsored the Academic Senate Ad Hoc Committee's Diversity Conversation where it "was suggested we add the CFA Affirmative Action document to the ad hoc committee website."⁹⁴ The **CFA Affirmative Action Committee** sponsored another workshop in the Fall of 2008 and has set up several Task Force subcommittees to deal with specific underrepresented group issues. As of the Fall of 2010, the CFA Affirmative Action Committee became the official

⁸⁹ Information is based on email and in-person interviews with various participants.

⁹⁰ Information is based on email and in-person interviews with various participants.

⁹¹ Information is based on email and in-person interviews with various participants.

⁹² 11/05/09 Email from Don Romesburg.

⁹³ <http://www.sonoma.edu/Senate/resolutions/CFAworkshop.html>

⁹⁴ http://www.sonoma.edu/Senate/AdHoc/Diversity3_19_08.doc

sponsor of the annual Women Faculty reception, an event that was created in the late 1980's by Professors Ardath Lee (then Dean of Undergraduate Studies) and Barbara Lesch McCaffry (when she was Director of Affirmative Action).

Current academically-related programs and services at SSU in support of diversity were compiled by the Division of Academic Affairs in response to the University's accreditation visit by WASC during the 2007-2008 academic year.⁹⁵ The Current EER Diversity Essay in preparation for the October 2009 WASC visit was finalized at the end of the Spring 2008 semester.⁹⁶ The latter report contains the latest data on the diversity of faculty and staff. However, there was no opportunity for the Senate Ad Hoc Diversity Committee or other committees examining diversity at SSU to review and comment on it prior to its submission to WASC. Some on these committees have noted that it contains errors of fact and interpretation.

As noted previously, during the 2009-2010 a consultant, Dr. Rona Halualani, conducted a survey of diversity efforts at SSU and is scheduled to present the findings of the **Diversity Mapping Project** on September 28, 2010. Her analysis was primarily based on the way diversity is communicated externally on the SSU web page, in its catalog, and in the press and on surveys completed by members of the campus community.

At the end of the Spring 2010 semester, Provost Ochoa announced a three year assigned time position for a **Director of Diversity and Inclusive Excellence** in Academic Affairs. He filled that position after the end of the Spring 2010 semester by appointing Professor Elsa Vélasquez-Andrade.

One of the recommendations to the Senate in the reports from the Ad Hoc Committee on Diversity was to create an **on-going committee of the Senate to address faculty issues related to diversity**. A Senate resolution was drafted in November of 2009 and brought to the Senate. It was deferred to the Senate's Structure and Functions Committee for guidance about its reporting line in the Senate and its membership and related changes that needed to be made to the By-Laws of the Senate.

The final version was reviewed by S & F in March of 2010:

Resolution Establishing a Senate Diversity Committee

Resolved: That the Sonoma State University (SSU) Academic Senate Establish a Sub-Committee of the Senate called the Senate Diversity Committee, with the following charge:

The Senate Diversity Committee will review diversity issues and make recommendations to the Academic Senate to foster inclusiveness and equity. This committee will serve in an advisory capacity to the Academic Senate and 1) recommend policies or programs that will enrich diversity awareness within the campus community; 2) in collaboration with

⁹⁵ http://linus.sonoma.edu/aa/portfolio/standards/1.5c_Evidence.pdf

⁹⁶ [http://www.sonoma.edu/aa/portfolio/ee_review/ee_diversity_essay-1AW\(2\).pdf](http://www.sonoma.edu/aa/portfolio/ee_review/ee_diversity_essay-1AW(2).pdf)

other University diversity efforts, promote increased diversity of student, staff and faculty on our campus; and, 3) in collaboration with the Educational Policies Committee, perform periodic review of diversity in the curriculum and make recommendations. The committee will provide the Academic Senate with an annual report of its activities and accomplishments.

Membership

Membership of the Senate Diversity Subcommittee shall include: one elected faculty member from each school, the Library, and Student Services Professionals; one student, with voting status, appointed by the Associated students; ex officio and non-voting members to include the Director of the Center for Community Engagement or designee, and the University's Diversity Coordinator or designee and the CFA Affirmative Action Committee chair or designee. The Senate Diversity Subcommittee may establish liaison relationships in consultation with appropriate committees.

Rationale

The Sonoma State University Academic Senate has long and repeatedly demonstrated its commitment to diversity through resolutions regarding the appointment of a Diversity Coordinator for Academic Affairs (October 2009), the endorsement of the Senate Ad-Hoc Diversity Committee's recommendations regarding the Center for Culture, Gender and Sexuality (May 2009), hate crimes against the campus community (October 2008), opposition to Proposition 8 (October 2008), the creation of the Senate Ad Hoc Diversity Committee (May 2008), support for a workshop addressing equity, diversity and affirmative action, the reaffirmation of the University Policy on Non-Discrimination and Recommended Action Regarding Blood Donations on Campus (April 2008), combating hate crimes at Sonoma State University (April 2008), reaffirmation of the University Policy on Non-Discrimination (military advertising, October 2007), the new Gender and Cultures Center (May 2006), endorsement of Core Academic Priorities (April 2006), the boycott of Holt, Rinehart and Winston and Glencoe/McGraw-Hill Publishers (portraying marriage as only between a man and woman, December 2004), endorsement of a campus climate statement on same sex marriage (May 2004), opposition to Proposition 54 (Connerly "Racial Privacy Initiative," September 2003), recruitment of an underrepresented group (low income, May 2002), support for human rights (September 2001), and military recruiters on campus (March 1998). (Whew!)

Diversity is also a major campus priority in the University Strategic Plan, the Academic Affairs Strategic Plan and the Senate's Long Range Academic Plan, and Sonoma State's General Education Mission, Goals and Objectives. The Western Association of Schools and Colleges Accreditation Team, while complementing various institutional efforts to enhance the climate for diversity at Sonoma State, recommended additional measures in its 2004 Report. President Armiñana demonstrated his commitment to diversity by establishing the President's Diversity Council in Fall 2008, and the Academic Senate created its own Ad Hoc Diversity Committee in Spring 2008 in response to the Spring 2007 No Confidence vote. The Senate's Ad Hoc Diversity Committee has in particular made significant recommendations for action regarding the campus climate for diversity,

as well as the diversification of the faculty, staff and student body, including the creation of a permanent Senate committee devoted to the issue.

Given its long record of commitment to diversity, its ongoing concern and attention to the matter, and the recent increased emphasis upon diversity as a campus priority, there is a need for a permanent mechanism by which the Senate can monitor the campus response to its diversity resolutions, ensure that its policies and procedures do not create inadvertent barriers, and stay informed about, and maintain ongoing and direct involvement in, diversity issues. The Senate Diversity Committee will provide that mechanism.

Revised 3/23/10

Beginning with the Fall 2010 semester, the **Senate Diversity Subcommittee** first met (it reports directly to the Senate. The current Senate by-laws as updated during the Spring 2010 semester include the following regarding its charge and composition:

6.3 Senate Diversity Subcommittee

The Senate Diversity Committee serves to review diversity issues and make recommendation to the Academic Senate to foster inclusion and equity. This committee will serve in an advisory capacity to the Academic Senate and 1) recommend policies or programs that will enrich diversity awareness within the campus community; 2) in collaboration with other University diversity efforts, promote increased diversity of student, staff and faculty on our campus; and, 3) in collaboration with the Educational Policies Committee, perform periodic review of diversity in the curriculum and make recommendations. The committee will provide the Academic Senate with an annual report of its activities and accomplishments.

6.3.1 Membership

Membership of the Senate Diversity Committee shall include: one elected faculty member from each school, the Library, and Student Services Professionals; one student, with voting status, appointed by the Associated students; ex officio and non-voting members to include a representative each from the Center for Community Engagement, and the University's Diversity Coordinator. The Senate Diversity Subcommittee may establish liaison relationships in consultation with appropriate committees.

**SONOMA STATE UNIVERSITY
SENATE'S AD HOC DIVERSITY COMMITTEE
OPEN FORUMS SUBCOMMITTEE**

**FINAL RECOMMENDATIONS
Based on Open Forums Conducted on March 24, 25, 26, 2009¹**

Presented to
ACADEMIC SENATE
October 1, 2009

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¹ Funds to conduct the Open Forums on Diversity were provided by Sonoma State University President's Diversity Council and Associated Students. We thank Scott Miller, Director of the SSU Writing Center, and Joe Marquez, Sr. Assistant Librarian for their editorial work and comments provided to an early version of this report.

Never doubt that a small group of thoughtful,
committed citizens can change the world. Indeed
it is the only thing that ever has.
— Margaret Mead

Introduction

One of the charges of the Senate's Ad Hoc Committee on Diversity stated: "This ad hoc committee will conduct regular open sessions to facilitate a campus conversation about Diversity." In order to meet this charge we planned and conducted a total of four open forums – one on November 19, 2008 and three on March 24, 25, 26 of 2009. For the March, 2009 open forums, we used a group facilitation process to address the following categories of diversity as charged by the senate: race, religion, national origin, sex (including sexual harassment and sexual assault), sexual orientation, marital status, pregnancy, age, disability, medical condition, veterans' status and socio-economic status.

Recommendations included in this report are based on the information provided by individual participants (total = 83 questionnaires) and information recorded by facilitators (total = 59 facilitated sessions) from the three open forums conducted in late March, 2009. Participants and facilitators were asked the following questions:

- Tell us about a time when you felt diversity was valued, supported or recognized at SSU.
- Tell us about a time when you felt diversity WAS NOT valued, supported or recognized at SSU. What is the lesson to be learned for our campus?
- Let's look forward. SSU has been successful in its diversity efforts. What would be different on this campus?
- What are the most important things you want the campus to address in its diversity efforts?

Of the 83 individual questionnaires, 58% were from students; 22%, staff; 19%, tenured and tenure-track faculty/lecturers; and 1%, administrator. The responses summarized by facilitators in 59 facilitated sessions were distributed across 10 topics, as charged by the senate: Race/Ethnicity, 20.3%; Gender/Marital Status/Pregnancy/Parenting, 15.2%; Socioeconomic Status/Classism, 13.6%; Age/Veterans' Status/National Origin/Political Affiliation/Linguistic Ability, 13.6%; Sexual Orientation, 10.2%; Disability/Medical Condition, 6.8%; Religion, 5%. Three additional topics were added based on the participants' priorities and concerns; the percents are as follows: Diversity, 8.5%; White Privilege, 5%; Men in College, 1.7%.

The committee received all the surveys and transcribed the comments verbatim (see appendices 2 and 3) per each question included on the surveys (see appendices 6 and 7). The committee read each comment from the 59 facilitated sessions and the 83 individual surveys and followed the Grounded Theory² steps for qualitative research to identify the emerging themes related to the Academic Senate's charges—(1) curriculum, (2) recruitment/retention/graduation, (3) institutional programs, (4) funding sources, and (5) administrative support. Appendix 4 presents the integration and organization of the participants' comments by senate's charge and themes/subcategories.

The committee's final step was to translate the participants' comments into a set of recommendations that were framed from a positive, pro-active, and objective perspective. Our final recommendations represent the collective voices and perspectives of all participants who attended the Open Forums on Diversity. Participants shared with us their pain, fears, hopes, ideas, and dreams about what Sonoma State University can do to move forward the institutional commitment to diversity. As you read this report, take the participants' comments and our recommendations as a personal responsibility and commitment to contribute to make a difference in the lives of our students, co-workers, staff, and people around you, both from majority and underrepresented groups.

² Glaser, B.G. & Strauss, A. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine

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FINAL RECOMMENDATIONS

The following recommendations are organized according to the charges set forth in the Senate Resolution (appendix 1). The committee phrased the recommendations in positive, pro-active objective language based on a synthesis of written comments gathered at the open forums (appendix 4). For the initial recommendations provided to the Senate in May 2009, readers are asked to look at appendix 5 “Executive Summary” and specifically on page 36 the section “Immediate Action Recommended Based on Participant Comments.”

Throughout this report we used the following terms as defined below:

- The word *Instructors* refers to everybody with instructional responsibilities at SSU: Faculty, lecturers, instructional staff (TA, peer mentors, etc.).
- The concept of *Multicultural Competence* includes: Awareness, Knowledge, Skills.³
- The word *Diversity* includes the groups in the “Big 8 of Diversity” (1. Culture, 2. Race/Ethnicity, 3. Gender, 4. Sexual Orientation, 5. Age, 6. Disability, 7. Religion, 8. Social Class). We are aware that other groups might be included—i.e., political affiliation, veteran status, etc.
- The term *Multicultural Center* refers to the current Center for Culture, Gender & Sexuality (CCGS) and the recommended new name for the center.

CHARGE #1 CURRICULUM

1.1 Classes

- a) Instructors should develop and adapt a Philosophy of Teaching to educate the whole student and commit to enhance both their own multicultural competence and their students’. As appropriate, instructors should consider adding readings, assignments, activities, videos, discussions of current events, etc., to their course content to increase students’ awareness, knowledge, and skills regarding majority and minority populations. At the same time, issues such as homophobia, racism, classism, ableism, intolerance, hate crimes, privilege and social inequalities must be recognized and addressed as appropriate to the course subject matter.
- b) Regardless of the specific course content, instructors should be aware that their behavior in the classroom (comments, examples, “jokes,”) impacts the students’ motivation, sense of belonging, trust, learning, etc. Therefore, instructors and staff should be internally motivated and morally obligated to provide the students the best educational learning environment and participate in training opportunities to develop their own multicultural competence. Instructors need to create a classroom environment that fosters safety, trust, respect, inclusiveness, effectiveness, and acceptance for all students.
- c) Schools and departments should articulate their commitment to multiculturalism/diversity and analyze their curriculum to identify groups and topics that are absent or minimally represented in

³ The following definitions were expanded by Elisa Velasquez, using the work of Derald Sue & David Sue. (2003). *Counseling the culturally diverse. Theory and practice*. 4th Ed, NY, NY: John Wiley & Sons, Inc

Awareness. To be aware about how our own attitudes, beliefs, values, assumptions, and self-awareness affect the ways we interact with other people, including diverse populations.

Knowledge. To have information and understanding of our own social group memberships, worldviews, experiences, histories, traditions, values, practices, etc. and how they differ or not from those of diverse populations.

Skills. To possess abilities and behaviors that we must use to engage in effective and meaningful interactions with everybody in our own group and with members of diverse populations.

their curriculum (example: World Religions, Sign Language, Social Class, Men and Masculinity, Gender and Sexuality, etc.). Whenever possible, and within department's budget and curriculum, offering classes with a multicultural focus should be considered in the decision making process—this can be elective classes, cross listed classes between departments, etc.

- d) When planning class schedules and office hours, departments should consider the needs of the students who work full time and who need night classes, advisors and advising materials available after 4:30 PM, etc.
- e) At present, SSU offers 24 classes to fulfill the Ethnic Studies requirements which are offered ONLY by FIVE departments: CALS = 10; NAMS = 6; AMCS = 6, ENGL= 1, WGS = 1. With the GE reform, we have an opportunity to clearly articulate learning objectives regarding students' multicultural competence and provide proper training for instructors who are ready, willing, and able to infuse multicultural competence principles and pedagogy into their classes. The current GE Learning Objectives Document, Area D, states "Understand how cultural diversity and complexity influences individuals, institutions, and societies." However, according to Bloom's taxonomy [http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm] "understanding" is only a basic level of intellectual behavior. We recommend the learning objectives for Area D pursue higher levels of intellectual endeavors (application, analysis, evaluation and creativity).
- f) New minors should be created to expand the students' multicultural educational opportunities as has been recently done with minors in Jewish Studies and Early Childhood. The creation of an African-American studies minor is STRONGLY recommended.
- g) Instructors should infuse pedagogical approaches into their classes that allow students to have direct experience with crucial issues and populations—e.g., service-learning, problem-based learning (PBL), etc. The Center for Teaching and Professional Development should offer training in new pedagogies as part of its regular program.

1.2 Training for Instructors (Faculty, Lecturers, and Classroom Staff)

- a) It must be recognized that many instructors have been successful in infusing multicultural content and pedagogy (strategies, exercises, assignments, pedagogy, papers, videos, etc.) into their classes. Deans and Department Chairs should collaborate in creating venues for their instructors to share their successful experiences and identify needs for further training. For instance, a "Best Multicultural Practices" event (retreat, festival) can be organized at least once a year and/or be part of regular faculty meetings. Bottom-up approaches with support from the administration seem to be more effective and yield stronger sense of ownership.
- b) When an inclusive excellence training opportunity is available on campus, Department Chairs should strongly encourage their instructors to attend. This type of training should offer instructors the opportunity to discuss and learn about how to foster a classroom environment that is safe, inclusive, respectful, and effective for both majority and minority students, AND how to prevent negative experiences or avoid ineffective teaching practices—e.g., targeting a spokesperson for an entire group, using language that promotes stereotypes, addressing diversity only as Race/Ethnicity, talking only about one type of privilege (White), and neglecting other types of privileges related to social class, gender, ability, religion, etc.
- c) Another aspect instructors must be aware of is that personal identity goes beyond race/ethnicity. Instructors must engage in a process of personal growth to acknowledge the power and privilege they have based on their social class, gender, age, sexual orientation, religion, level of ability, culture, etc. Instructors must make a commitment and take responsibility about how to channel that group power and privilege into their classroom practices. Majority group members can commit to become an ally for underrepresented groups.

- d) In the course of teaching and discussing certain subject matters, some disagreements or controversies among students or between the instructor and student/s might happen. Sometimes, students or instructors might react in a hurtful, stereotypical, negative manner, or let the event go unaddressed. SSU needs to create and sustain regular trainings for instructors on how to facilitate discussion of controversial issues or “difficult dialogues.” Instructors should be able to recognize and intervene appropriately in those situations; they need to know how to foster a safe space for communication and learning.
- e) To ensure the continuity of any multicultural training, instructors need to have a system of peer support in place to consult on a case by case basis.
- f) The Academic Senate should encourage instructors to conduct mid-semester evaluations with the purpose of obtaining students’ anonymous feedback regarding their instructors’ effectiveness in fostering a safe, trustworthy classroom climate. For instance, UNIV 102 has the following questions as part of the six-week anonymous class evaluation:

1. I feel that my instructor(s) and peer mentor respect me as an individual, and have created a safe environment for all students, regardless of their specific background.

1 2 3 4 5
Low High

Comments:

2. My instructor(s) and peer mentor use language that is appropriate, sensitive and respectful when they refer to people from diverse backgrounds (race, ethnicity, culture, religion, gender, disabilities, social class, sexual orientation, etc.)

1 2 3 4 5
Low High

Comments:

CHARGE #2 FACULTY, LECTURERS, STAFF, STUDENTS: RECRUITMENT AND RETENTION; GRADUATION; PROMOTION

2.1 Recruitment & Retention: General

- a) Prompt and effective systems of response to acts of racism, sexism, homophobia, etc., should be in place for both the victim and the perpetrator.
- b) An annual report by schools and departments should provide a venue to assess any progress to support diversity: Faculty hires, classes, curriculum, students, etc.
- c) Instructors, staff, administrators engaged in moving SSU diversity agenda forward can be recognized in an annual event (See Salisbury University, <http://www.salisbury.edu/newsevents/fullstoryview.asp?id=3627>).

2.2 Recruitment, Retention & Promotion: Faculty/Lecturers/Staff

- a) The annual Affirmative Action Plan should be reviewed by Extended Cabinet and Faculty Senate to assess our progress in meeting our diversity goals and as a resource tool for recruitment of instructor, staff, and administrator positions.
- b) Search Committees, for all tenure/track and lecturers pools, staff, and administrator hiring committees should receive proper training and information about how and where to advertise to

ensure a diverse applicant pool. Diversity should be clearly defined: Race/Ethnicity, gender, ability, sexual orientation, etc., to develop and assess parameters of success.

- c) To move forward the SSU Institutional Commitment to Diversity, instructors' and staff's work related to diversity should be part of the standard evaluation procedures including instructors' reappointment and promotion, staff's regular performance evaluations, etc.
- d) SSU as an institution should make sure to effectively advertise its policies and procedures to implement its Diversity Vision Statement and Strategic Diversity Goals.
- e) When lecturers' pools open, academic departments should advertise and consider lecturers with the training and experience to teach courses from a multicultural perspective.

2.3 Retention & Graduation of Students

- a) SSU should demonstrate an institutional commitment to embrace and develop a clear action plan aimed at retaining all students, but in particular those of underrepresented groups.
- b) The Student Affairs Division should establish and publicize quantifiable recruitment goals by diverse groups. However, we need to move beyond race/ethnicity to include other underrepresented groups according to the established institutional goals, for instance, gender (women/men), socio-economic status, sexual orientation, religion, etc. Additionally, an annual report about efforts and outcomes should be available to the SSU Community. If strategies are not effective enough in achieving the set recruitment goals, a committee/task force can be created with members representing instructors, staff, students, and administrators. This committee might conduct a campus wide consultation event to gather new ideas, research what other successful universities or programs are implementing to attract, recruit, retain, and graduate students of diverse backgrounds. For instance, UCLA has been very successful at increasing diversity by supporting enrollment of transfer students from local community colleges. Programs like AVID, Puente, Adelante, MEAP, College Track (<http://www.college-track.org/main/content/view/285/197/>), are successful in supporting diverse students in high school. We can develop partnerships with high schools where those programs are being implemented.
- c) An effective way to retain students of diverse backgrounds is by creating and fostering an environment of respect and inclusion for all students. To that aim, SSU should hold regular campus wide trainings and open forums to foster greater understanding, tolerance, acceptance, and compassion among all SSU members. This type of behavior should be expected to happen in all settings: classrooms, dorms, dining halls, athletics, etc.
- d) Promote greater visibility of multicultural groups and advertise diversity related events effectively. Create a central place/s of information about events, activities, and services, related to diversity. The student union can serve as a central place to advertise all events organized by clubs, sororities, fraternities, etc. The SSU home page should have a link with events by categories (culture, religion, sexual orientation, civic engagement, etc.). There is a general calendar of events but diversity related events get lost and it is time consuming to search through.
- e) Student recruitment can expand to international students, out-of-state students, etc. Once they attend SSU, we need to acknowledge them and make them feel comfortable.
- f) PeopleSoft has a list of languages to translate to, but the connection is not activated. Therefore, if we want to expand recruitment and support of international students and bilingual minority students, proper measures should take place to activate the translation feature of our PeopleSoft web site. (<https://cmsweb.sonoma.edu/psp/HSONPRD/EMPLOYEE/HRMS/?cmd=logout>).
- g) The SSU office of admissions has a link for parents in Spanish. See (<http://sonoma.edu/ar/>) Parents (en Espanol). This is a commendable action which can be even more effective by adding information on all the services that SSU has to offer and some video clips. Some information

needs to be updated—residential information is from 2006. Events such as “The Latino Family Summit,” which provide information about SSU to the Spanish speaking population, should be widely advertised and faculty participation should increase.

- h) Recruiting efforts can be expanded and brought to the community—e.g., college fairs in the Native American reservations, the Latino neighborhoods, lower income neighborhoods, etc.
- i) Services for low income 1st generation students can be used as a recruitment tool in high school. Once students attend SSU, we can launch a campaign to educate others about the role/services provided from EOP. SSU Community needs to have an accurate understanding and acceptance of students who participate in the EOP program to reduce the inaccurate negative stereotypes associated with the program.

CHARGE #3 INSTITUTIONAL PROGRAMS

3.1 Existing Programs

- a) The President, the Cabinet, and the Academic Senate should align priorities annually within each budget cycle to clearly demonstrate their institutional commitment to diversity by ensuring that some events and programs proven to be effective have continued funding at the same or enhanced level:
 - Multicultural commencements ceremonies/celebrations (Black Graduation, Latino/Raza graduation, and Rainbow graduation)
 - Summer Bridge/EOP
 - History month celebrations (Black History, Latino/Hispanic, Women, etc.)
 - Multicultural club activities
 - Student organizations and activities (Gender Bender, JUMP, SAFE, etc.)
 - Tutoring Services
- b) Faculty/staff advisors to Greek fraternities and sororities should encourage them to do more in terms of diversity activities and training on multicultural competence.
- c) Analyze current parking policies and parking spots to ensure personal safety and accessibility for all SSU community members. People with physical disabilities struggle to find short term parking to load and unload, access specific buildings like the Student Union, etc. To promote safety of students taking night classes, the restrictive parking 10 PM policy can be changed to 7 PM, M-Th, and better lighting can be installed in high transit areas.
- d) Expand the support for our study abroad and international programs as a tool for our students to be well rounded citizens of the world who value and embrace diversity. Encourage these students to share their experiences living and studying in a foreign country where they are not part of the majority, where the native language may not be their first language, and where customs and traditions may be new to them.
- e) The library should continue allocate a small percent of their limited budget to increasing their general collection and children’s collection to represent diverse populations and social issues related to diversity in all fields.

3.2 New Programs

- a) Funding for the operation of the Multicultural Center must be found or realigned even in this time of economic crisis. The Multicultural Center should support existing and new programs, facilitate coordination of all multicultural club activities, and provide a physical place for the students to connect with each other, reach out, feel supported, develop a sense of belonging, and feel that their presence is valued by SSU.

- b) The name of Center for Gender, Culture, and Sexuality (CCGS) seems to be perceived as limited, restrictive and inaccurate by the student community. The name of Multicultural Center is more inclusive and representative for students and is the national trend in this country as evidenced at the University of Colorado: <http://www.colorado.edu/cu-diversity/cma>.
- c) Food services should establish a systematic plan to offer ethnic food in the different food venues. Even with a limited budget, specific meals to represent the students' various cultures and/or countries can be added to the menu.
- d) The SSU Book Store should incorporate into its business philosophy our commitment to diversity. There should be an area in the store that focuses on diversity and includes books on different cultures/ethnic groups, disabilities, LGBTQ, etc. In addition, the book store should have some books available in different languages.
- e) The President's Diversity Council should organize an annual diversity forum for students, staff, and faculty to hear what progress has been accomplished in the area of diversity and the future plans to achieve the goals listed in the SSU Strategic Plan and in compliance with the recommendations made by WASC.
- f) We need to identify people who are in charge of organizing multicultural and diversity programming on campus to develop a collaborative effort to support all identified areas of diversity. For instance, Associated Students Corporation, which brings speakers and events to campus; Residential Life that organizes the Safe Program, Department representatives in charge of lecture series; library art gallery, etc.
- g) Programming should be based on input from ALL students, instructors, etc., and reflect current needs and priorities. The same approach can be taken to have new student clubs, support groups for young parents, women, re-entry students, male mentorships programs, clubs for males besides fraternities and athletics, etc.

3.3 Promotion of Diversity Related Events, Programs, etc.

- a) SSU should create and sustain a central place where all information related to diversity can be found. The multicultural center staff should develop and maintain a bulletin board and/or web site of events and pro-actively suggest events to instructors so that they can inform the students. Instructors can even offer extra credit for their classes if students attend the events.
- b) The *STAR* should create a specific section to advertise multicultural events including location, time, and day of the event.
- c) Before the semester starts, the multicultural center staff and interns could create and disseminate all diversity programming and distribute it at the Convocation. Instructors can use this pamphlet or brochure to integrate attendance to those events as part of their class assignments.
- d) Clubs (Ethnic/cultural, sororities and fraternities) should create a coordinated programming of events and promote them in different venues (diversity website, *STAR*).

CHARGE #4 FUNDING SOURCES

4.1 Funding to Maintain and Increase Effective Current Programs

- a) As part of the university's pledge to promote diversity and to meet WASC requirements, the university must maintain, at a minimum, current levels of funding support for existing programs, a revised Multicultural Center, and scholarships for diverse students.
- b) Multicultural Center staff, the Development Office, the Office of Research & Sponsored Programs, and others could locate grant funding to support existing programs.

- c) A multitude of programs promoting various aspects of diversity already exists on campus. These programs need to be promoted more aggressively through a central point (Multicultural Center outreach).
- d) Alumni Office could be enlisted to gather the support of successful graduates of SSU who represent diverse populations.
- e) Analyze existing allocations for possible restructuring to avoid redundancy and to get the most benefit.

4.2 Funding for New Programs to Achieve Identified Diversity Goals

- a) Alumni Office could be enlisted to gather the support of successful graduates of SSU who represent diverse populations.
- b) Multicultural Center staff, the Development Office, the Office of Research & Sponsored Programs and others could locate grant funding for new programs.
- c) Obtain funding from community ethnic groups such as the Hispanic Chamber of Commerce, 100 Black Men, etc.
- d) Making existing aspects of student life more affordable would be helpful for lower socio-economic students, i.e. lower cost housing options, food and textbook alternatives – perhaps a sliding scale.

CHARGE #5 ADMINISTRATIVE SUPPORT

5.1 Administrative Commitment

- a) Adopt a model such as “Inclusive Excellence” (http://www.aacu.org/inclusive_excellence/index.cfm) to integrate our diversity and educational efforts. Use this model to infuse diversity in to all areas of campus culture, curriculum, guest lecturers, training programs, residential programs, student activities, etc.
- b) Adopt the philosophy of educating the whole student to include understanding diversity as an important component of a well educated and well rounded citizen of the world.
- c) Provide the necessary tools for instructors and staff to support the diversity component of educating the whole student. This could include such things as training to better understand the value of diversity; sensitivity training to embrace our differences; communication tools such difficult dialogues to ensure emotionally charged discussions have positive results.

5.2 Campus Policies

- a) Designate an individual who is responsible for the regular review and recommends revisions to campus policies with regard to diversity. Guidelines for policy review should include accessibility and user-friendliness; they should ensure a safe and supportive campus environment, and reflect our commitment to diversity. They should allow for flexibility when existing policies hinder diversity efforts. Examples of areas where campus policies should be reviewed, updated and improved if possible:
 - Financial Aid
 - Bookstore products
 - Dining services offerings – more ethnic foods
 - Sexual Assault counseling
 - Possibility of gender neutral bathrooms
 - Housing costs

- Accessible infrastructure (elevators)
 - More handicapped parking places
 - Transportation for people with disabilities
 - Cost of food services for events
- b) Expand and implement the diversity goals listed in the University's Strategic Plan (<http://www.sonoma.edu/uaffairs/strategicplan/draft2.shtml#diversity>) and the initiatives identified by the President's Diversity Council. Coordinate the campus diversity effort among all divisions with specific deliverables and deadlines.
- c) Evaluate and restructure positions to add responsibility for diversity related efforts to all levels of the campus organizational structure, including the President and Vice Presidents. Designate individuals whose job responsibility will include reaching the goals identified in the Strategic Plan.

5.3 Community Involvement

- a) In order to ensure good neighbor relationships with the surrounding community, the university must make a commitment to regularly meet with local law enforcement, government, home owners, networking associations and business sectors for the purpose of discussing diversity concerns. It is essential open dialogue be established in order that the university and surrounding community can address issues such as racial profiling by local law enforcement, underage drinking, and other areas of concern for all parties. Stronger efforts to establish collaborations with local business and networking associations should be made across all areas of campus.
- b) Regular communication and updates to the campus community should ensure we do not work at cross-purposes. While the development office might be talking to the Hispanic Chamber of Commerce for scholarships, SAEM might be speaking with the same group on issues of underage drinking. It is essential that a system is developed to ensure effective communication across campus.

5.4 Campus Climate

- a) Throughout the open forums, perhaps the loudest recurring theme is that the time is **now** for the campus to seriously adopt a stronger commitment to diversity in order to keep the campus community engaged and committed. There was a great deal of concern that nothing more would happen. Evaluating and restructuring as needed in already stated areas of the campus would go a long way to ensure good faith steps are being made in this endeavor. Suggestions include:
- Celebrate more positive actions across all areas of campus.
 - Acknowledge the importance that sense of belonging and community play in the daily life of students by developing and implementing plans in all divisions in the university (food services, leadership, housing, library, departments, etc.).
 - Regularly affirm institutional commitment to diversity.
 - Expand and intensify promotion of multicultural activities.
 - Ensure discussion of diversity continues and includes other factors – such as political affiliation, age, etc. – so that we all become allies for each other.
 - Campus administration must support diversity activities with presence, promotion, etc.

SONOMA STATE UNIVERSITY

SENATE RESOLUTION ON AD-HOC DIVERSITY COMMITTEE

BE IT RESOLVED: That the SSU Academic Senate will immediately constitute an ad hoc committee, chaired by a faculty member, to assess Diversity on campus beginning this semester in terms of race, color, religion, national origin, sex (including sexual harassment and sexual assault), sexual orientation, marital status, pregnancy, age, disability, medical condition and covered veteran's status (as articulated in the University's Non-Discrimination Policy). The committee shall serve during the 2008-2009 academic year. Voting members of this committee will consist of a representative from each academic school, one member from the library, one SSP; non-voting members will include two students, one staff, one member from Extended Education the Vice Provost, Academic Affairs, the Vice President for SAEM, and the Director of Employee Relations and Compliance or their designees and a CFA Affirmative Action representative. The charge to this committee will be to engage in a comprehensive review of the history and current status of Diversity at SSU at all levels, including (but not limited to): curriculum; faculty, staff and student activities for recruitment and retention and graduation or promotion; institutional programs; funding sources, and administrative support. It is also recommended that the committee expand its scope to include socio-economic status. This committee will report its findings to the Senate as part of a coherent, articulated Diversity assessment with prioritized recommendations for action. The recommendations would include targets, implementation strategies, time-lines and funding benchmarks. This ad hoc committee will conduct regular open sessions to facilitate a campus conversation about Diversity and it will establish a web link to the SSU homepage for discussion of issues and reports of progress achieved.

RATIONALE: The concern regarding an institutional lack of commitment to issues of Diversity was an issue in the vote of no confidence in the President and is of continuing concern to Sonoma State University. While efforts on behalf of Diversity have been made, a number of successful programs whose roles directly related to the University's support of Diversity efforts have been eliminated, reduced in scope, or have support positions that remain unfilled (Re-Entry, ICC, WRC, DSS, etc. as summarized in a document developed by the Academic Planning Committee and available at <http://www.sonoma.edu/senate/AdHoc/Ad-Hocmaterials.html>) These programs comprised critical aspects of the university's response to Diversity and compliance with state and federal expectations and CSU guidelines, needs which were highlighted by the recent racist attacks directed at the candidates for ASI President and the statements made by students at the Town Hall meeting earlier this week. On 3/6/08, the Senate passed a *Resolution Regarding Sonoma State Academic Senate Response to the Spring 2007 No Confidence Vote* with Enhanced Institutional Commitment to Diversity that articulated key areas of concern. The Ad Hoc Committee of the Senate constituted to address remedies for the "no confidence vote" (May 2007) has held two open sessions for the campus community in March and April of 2008 in which concerns were raised and suggestions made to address and remediate Diversity concerns which are reflected in this Resolution. The current draft of the University Strategic Plan has a goal of increasing student, faculty, and staff diversity and incorporating cultural diversity awareness and competence in all aspects of University operations, but its objectives primarily call for development of plans without any specifications for implementation, and which does not address the need to diversify the faculty and staff nor appear to respond to more than diversity based on ethnicity and national origin. The committee being recommended will assess and recommend targeted actions meant to resolve the concerns regarding the full scope of diversity issues at SSU.

Approved by Senate 5/22/08

Appendix 2: Facilitators' Notes per Topics (pages 13 – 24)

10 Topics

Topic #1 Race and Ethnicity

Topic #2 Religion

Topic #3 Sexual Orientation

Topic #4 Gender, Marital Status, Pregnancy, Parenting

Topic #5 Disability/Medical Condition

Topic #6 Socio-Economic Status/Classism

Topic #7 Other: Such as Age, Veteran, National Origin, Political Affiliation, Linguistic Ability

Topic #8 Diversity

Topic #9 Men in College

Topic #10 White Privilege

***Note:** Topics 1-7 were pre-selected by the committee, topics 8-10 were added by participants.*

This appendix includes the summarized responses provided in facilitations (n = 59) by facilitators who recorded the responses of the participants at each table discussing the 10 topics listed above.

The participation by topics was as follows: Race/Ethnicity, 20.3%; Gender/Marital Status/Pregnancy/Parenting, 1 %; Socioeconomic Status/Classism, 13.6%; Age/Veterans' Status/National Origin/Political Affiliation/Linguistic Ability, 13.6%; Sexual Orientation, 10.2%; Diversity, 8.5%; Disability/Medical Condition, 6.8%; Religion, 5%; White Privilege, 5%; and Men in College, 1.7%.

Topic # 1 Race & Ethnicity

Question 1. Diversity is valued when there is/are/was:

- Black history month and others
- Multicultural night
- Student clubs (Ethnic, Greek)
- AMCS/CALS/NAMS classes
- MESA programs
- SSALI program
- Food Sales
- Diversity panels
- Ethnic commencement ceremonies
- EOP/Jump offices

Question 2. Diversity is not valued when there is/are/was:

- Lack of respect
- Minorities put on the spot
- Lack of students attending events put on by ethnic clubs and Greek organizations
- Support for multicultural groups
- More clubs
- More publicity for events
- More diverse faculty
- Bookstore doesn't carry ethnic products
- Police targeting students of certain Ethnicities

Question 3. Let's look forward to a time when SSU has been successful in its diversity efforts.

What would be different on this campus?

Active multicultural center
Increase exposure to people from different races/ethnicities
More ethnic clubs
More events and awareness of events
Safe and confidential space for people to talk about race and ethnicity
No more need for a forum
Open communication with no judgment
More conversation and more options for language courses
Title IX for race and ethnicity
Interaction between people of different races
Campus is tolerant but needs enhancement
Educated about different cultures, more awareness and respect
Each class has a diversity component
University center where students could come together
Sonoma State needs a "heart" center for diversity (multicultural center, website for diversity events/clubs)
Faculty more diverse
Multicultural curriculum
International residence housing
More support from staff/faculty
More speakers on diversity
Programs that cater to majority of the students
Policy change for food/beverages
Less bureaucracy, more communication
Culinary classes tied to ethnicity
High retention of students/faculty
Recognition for diversity recruitment
Friendly environment
Designated spaces for students of color, gay/lesbian etc. (Multicultural center)
Education and appreciation for diversity efforts
Smaller class sizes

Question 4. What are the most important things you want the campus to address in its diversity efforts?

Minorities have classes where they can learn about their history
More diversity curriculum
Awareness of different clubs/groups for different races and ethnicities
More attendance at ethnic club events
More funding for multicultural center
Organize groups together to go to different events on campus
More diversity forums
Integrating cultures
Needs to address space issues
More resources
Bring back ethnic food to campus
Diversity is beyond race
Need Action and plans
Cultural center

Institutional support
Bring ICC back
Funding to support student culture groups
More diverse staff, faculty, and students
Treatment of students of color, especially young men, in local community
Expand EOP
Women's safety issues
Broaden recruiting efforts
Institutional commitment
Retention
Address recruitment challenges
Faculty training to facilitate difficult conversations e.g. race, sexual orientation, etc.

Topic # 2 Religion

Question 1. Diversity is valued when there is/are/was:

At this meeting (open forums)
Interfaith Center
Hillel and Newman Centers
Deans support for lecture (series)
Jewish Studies minor
Hutchins core course
Classroom discussion which integrate the topic of religion
Lecture series that focus on topics pertaining to religion (staff comment: "Because SSU does not offer a Religious Studies major, we are using student activities to offer programming that addresses this topic.)
Co-curricular offerings are beneficial and expose the students to ideas/dialog not always available in the classroom
The InterVarsity Christian club has the most membership of any club on campus. There are other religious based clubs as well
Approval to offer a Jewish Studies major is a positive step.
One student was a member of the InterVarsity Christian Fellowship Club; the club offered bible study and supported his religious upbringing
NAMS/CALS classes incorporated discussions on spirituality and religion – the student felt this was very beneficial

Question 2. Diversity is not valued when there is/are/was:

Particular religion because of their upbringing, but they are not typically religious; both the cultural and spiritual aspects are not emphasized here at SSU
Students seem to lack knowledge on the various religions. They may associate with a person knowledgeable or educated on religious history, culture or belief
In a biology course the professor did not foster an open discussion on the creation of life. Instead he stated that evolution was the only correct theory
Not enough continuity from year to year on student club offerings, or support for student clubs
Religious holidays are not recognized

Question 3. Let's look forward to a time when SSU has been successful in its diversity efforts.

What would be different on this campus?

GE course options would include religious studies courses

Improved student club structure including leadership development and advisor support to improve club sustainability over time

Increase service-learning opportunities

Be open to all ideas, clubs, and organizations

Students, staff and faculty are able to hold open, civil discussions on religious or other topics – a safe environment is created

SSU holds a "Spirituality Day" event

All will be accepted for who they are. The environment will be one of equality, unity and fellowship

Course offerings will be more diverse, they will include religious studies, study of different cultures and societies

Course will reflect an integrated approach to a broad spectrum of topics

Outreach and recruitment efforts would be improved. Specifically, admissions counselors would visit Native American reservations and other areas populated by diverse groups

Religious studies

Question 4. What are the most important things you want the campus to address in its diversity efforts?

Sustainability, institutional change, civil discourse

Would like to see more funding and resources allocated to improved diversity efforts

Give more funding and hire more staff for the CCGS (Center for Culture, Gender and Sexuality)

Expand the athletics program since this is traditionally an area with a high ratio of students from diverse backgrounds

Spiritual and religious health

Clubs for other religions

More education and understanding between different religions

Topic # 3 Sexual Orientation

Question 1. Diversity is valued when there is/are/was:

Responses after "safe zones" were vandalized were positive

Administration provided food and drinks for the rainbow graduation

Queer studies research program

Women's and Gender studies program

QSA

Prop 8 support

Gender bender

SAFE program

Vagina Monologues

Question 2. Diversity is not valued when there is/are/was:

Tearing down of SAFE zone stickers

Women's resource center no longer exists

CCGS director?

Homophobic hate letter to faculty member

Lack of awareness from students

Students using term “gay” as derogatory slang
WGS club tried to reach out and other clubs weren’t receptive
Department head making anti-gay statements to an openly gay co-worker

Question 3. Let’s look forward to a time when SSU has been successful in its diversity efforts.

What would be different on this campus?

Weekly ASI meetings/forums
Gender neutral bathrooms
More confidentiality in clubs
Center for support and resources for those dealing with the transition or issues that have come up

Question 4. What are the most important things you want the campus to address in its diversity efforts?

Training for faculty, staff, and students
Building bridges between clubs
Class for freshman that addresses respect and acceptance

Topic # 4 Gender, Marital Status, Pregnancy, Parenting

Question 1. Diversity is valued when there is/are/was:

Adequate support teams for women
Women’s resource center
EOP classes talk about diversity
InterCultural Center
Ethnic Studies Department

Question 2. Diversity is not valued when there is/are/was:

Class with only 1 male
Support for males in dance classes
Defacing the Associated Student President posters
Lack of respect
Male dominant departments
English department is very discriminating
Overwhelming feeling of male dominance

Question 3. Let’s look forward to a time when SSU has been successful in its diversity efforts.

What would be different on this campus?

More males
Create an inclusive environment between sororities/fraternities/cultural clubs
High salaries for staff
Stronger EOP program
More affordable housing
Students will be heard
Appeal to a larger audience
Ethnic groups would not be in separate cliques

Question 4. What are the most important things you want the campus to address in its diversity efforts?

Have a diversity website with all events listed and a link with the Sonoma State homepage
Support groups for students (young parents, women, etc.)
Groups for parents/playground for kids
Advisor should recruit students to start a club
More staff interaction with students
Fraternities and sororities get together
Restore sense of community
Gender equality in terms of pay and work place
Welcoming place for women on campus
Comp science, department (women non-existent in dept. and classes)
Support for students who are experiencing sexual assault
Accessibility, what can we do to offset that?
Resources and financial support
Prouder definition of diversity
“Celebrate” positive talk not just the bad
Include everyone in the definition of diversity
Diversity education
Discussion as to what is a balance between parenting and professional life
Parent support club-across the board
Speakers about diversity
Workshops that is more effective not just talking but acting
Multicultural center
More forums on diversity
Programs to recruit students from different backgrounds
Affordability of SSU
Help white students feel included in diversity
Classes on the big 8 categories and developing empathy
EOP with different students working together
Restore unity through diversity celebrations
Break down having white students in fraternities and sororities and students of color in ethnic clubs

Topic # 5 Disability/Medical Condition

Question 1. Diversity is valued when there is/are/was:

Speakers on disabilities
DSS services
Autism walk

Question 2. Diversity is not valued when there is/are/was:

No Communication of the services that can be provided
No sign language classes
Lack of awareness about disability

Question 3. Let’s look forward to a time when SSU has been successful in its diversity efforts. What would be different on this campus?

Better transportation for people with disabilities
More efficient elevator services

More funds for DSS
More speakers
A shuttle for students with disabilities
More school spirit between the students

Question 4. What are the most important things you want the campus to address in its diversity efforts?

Communication about services to students, faculty, administration, and visitors
More handicapped parking spaces
More exposure and publicity for events
Follow-up from markets/media regarding diversity efforts

Topic #6 Socio-Economic Status/Classism

Question 1. Diversity is valued when there is/are/was:

Textbooks on a “sliding” scale
Co-curriculum activities, free events
Students input on monetary decision-making policies
Conservation on cost of textbooks
More need-based scholarships available
Advertise for EOP services
Teachers mentioning the link+ system
Respect of teachers for EOP
Reserved books at the library
Microwave at Charlie Brown’s (helps people heat up their lunch)
“Yes We Can” scholarship
Free parking pass for people taking a tour and affordable parking for guests
Work-study students are hired in administration offices

Question 2. Diversity is not valued when there is/are/was:

Students are marginalized
New President eliminated diversity programs and policies
Lower-middle class incomes don’t have a need-based scholarship
Lack of student awareness
Misunderstanding of EOP
Housing prices separates students who can and can’t afford it
EOP student kicked out of housing
Reduction in EOP staff
Less EOP workshops are being held
EOP forms too demanding
Beautiful campus therefore makes dorms too expensive
More funding for EOP and transfer students available
Better public transportation system
Food is too expensive on campus

Question 3. Let's look forward to a time when SSU has been successful in its diversity efforts.

What would be different on this campus?

- More night classes
- Better funding for CSU's
- Book-exchange/give-away
- Lists of textbooks available before the beginning of the semester
- Lower prices on books and food
- One week of Summer Bridge for EOP students
- Bringing back football team for school spirit
- More recruiting from schools of lower socio-economic status
- More faculty of varying ethnicities
- Faculty involved in recruitment
- More work-study options

Question 4. What are the most important things you want the campus to address in its diversity efforts?

- Social mixers on and off campus
- Talk more
- Reinstate a Diversity Department
- Recognize the institutional commitment
- Student collaboration on all committees
- Dorm integration of lower socio-economic status students (will help retention)
- Better/easier access to find aid at SSU
- Better staff pay

Topic # 7 Other: Such as age, veteran, national origin, political affiliation, linguistic ability

Question 1. Diversity is valued when there is/are/was:

- Technology for disabled students
- Sonoma State American Language Institute
- Dining service working with cultural events
- Language festival
- Event from SSU last year's election brought students together and aware of diversity
- Raza grad

Question 2. Diversity is not valued when there is/are/was:

- Need the support of ICC
- Limited international population
- Lack of acknowledgement for international students
- Lack of information about cultural traditions
- Hard to relate between generations (older/younger students)
- Not enough career advisors

Question 3. Let's look forward to a time when SSU has been successful in its diversity efforts.

What would be different on this campus?

- No need of diversity forums
- Variety on ages between people
- Multicultural center

Re-entry student center
More international students/faculty
More advertisements on different events on campus
Diversity training
More celebrations on different cultures

Question 4. What are the most important things you want the campus to address in its diversity efforts?

Improve the P.R. of already existing activities
Physical presence of a multicultural center
Incorporation of diversity in GE
Technological changes but also “smart” people
Address the “other” diversity factors such as political affiliation, age, veteran status, etc.
Speech classes and every major should have some (investment) in ethnic concerns
People Soft in Spanish
Spanish Parents Night
Flexibility in policies that hinder diversity
Support from upper administration to implement recruiting ideas
More stable club advisors
Importance to develop allies across differences
Need majority to address privileges
Develop skills to address privileges

Topic # 8 Diversity

Question 1. Diversity is valued when there is/are/was:

Heritage months, multicultural celebrations, and speakers such as Julian Bond
Dr. Ed Castillo mentioned Pomo Families
Clubs and organizations such as EOP, MECHA, SSALI, CAMP, Res Life, MOSAIC, JUMP, International
Grad for minorities in science
NAMS faculty
Rally against racism is support of Derek after signs defaced “students did their part”
Reorientation with JUMP coming back from Alternative Breaks
AFD funding CCGS shows administrative commitment
Support from Andre Bailey and Gustavo Flores

Question 2. Diversity is not valued when there is/are/was:

Administration not very supportive of students and their organizations
Retention of minorities is a problem
Lack of safety
Diversity is not part of the educational curriculum
Need reorientation for students that came back from an IP experience
Lack of support for transgender students
Need unisex bathrooms
Multicultural events poorly attended by general student population
Begging for money each year for raza/rainbow/black graduations from administrative support
Students of color feel isolated
No community support for athletics
Need the ability to vote in local elections if not resident

“In order for diversity to happen, the outside [community] needs to accept SSU”
Recruiting needs to happen elsewhere to increase diversity
Interracial couples not treated well
Lack of support and stability for CCGS

Question 3. Let’s look forward to a time when SSU has been successful in its diversity efforts.

What would be different on this campus?

Open-minded and more diverse students and faculty
More recruitment in Oakland and other places with minorities
More foreign students
Open forums and life skills outside of classrooms are important
More appeal to those that are used to an urban environment
Respect and understanding between different cultures
Both minorities and majorities are committed to creating a more diverse environment
More resources are available- loans are not enough to make it accessible
Physical place where students from different backgrounds come together

Question 4. What are the most important things you want the campus to address in its diversity efforts?

Diversity in staff for students to be able to relate
Recruitment on (“Native American”) reservations and barrios (“specific Latino neighborhoods”)
Awareness about other diversity factors such as gender, age, etc.
Retention of underrepresented students
Commitment from all sides- administration, teachers, students, etc.
Greek organizations need to do more
SSU needs to look more like California
Food sales so that student groups can raise money (outside funding sources)
Easier ways to publicize events

Topic #9 Men in College

Question 1. Diversity is valued when there is/are/was:

Sport Support and fraternity activities for Men
Campus events on Men’s issues using story telling and fairy tales
Campus Recognition of Obama as president
Trying to make an effort to recruit (men)

Question 2. Diversity is not valued when there is/are not:

Retention of males at SSU
Not a banquet for MEN and their leadership at SSU
Support for MEN who are having academic problems, lack of sensitivity and awareness of men’s issues
Concerned about fewer men at SSU
Disciplinary actions of men without providing conflict resolution skills
Men’s issues not addressed
Having a Center called (Center for Culture, Gender and Sexuality) that would (not) include men

Question 3. Let's look forward to a time when SSU has been successful in its diversity efforts.

What would be different on this campus?

Greater gender balance at SSU

More majors that would be more appealing to men

Less incidents of sexual assault at SSU

More men using SSU services like health care services and the CGCS

More males in leadership roles at SSU

Question 4. What are the most important things you want the campus to address in its diversity efforts?

Retention of males in SSU

Male issues are not being addressed

Program of male student mentorship in the dorms to talk and learn about services, relationships, drinking, and academic issues

Support for fraternities

Other groups for males besides fraternities and athletics

Financial support for males

Publications and support from the Center for Gender and Sexuality for males

Support for gay males at SSU

Need for male perspective and voice in the classroom

Topic #10 White Privilege

Question 1. Diversity is valued when there is/are/was:

White privilege in FYE

In FYE diversity not just skin color

Diverse in dorms

SSALI students get conversation Partners

International students association

Leadership class

Awareness of disadvantages

Supportive individuals

Extended education gives additional support

Cultural clubs

SSU is very accepting and liberal

Open doors for those who aren't at an advantage

Question 2. Diversity is not valued when there is/are/was:

Ignored when go to the gym

People don't see us (white instructors and students can contribute to improve diversity)

Mainstream students don't reach out to SSALI students

Poor communication and sharing

Students too comfortable, not participating "I don't need to branch out"

People are selfish; it sucks

No dialogue about how to keep doors open

Lack of awareness of 21st century

Lots of white teachers

People don't go to events

Lack of motivation in curriculum, faculty to make it part of class

Lack of effort to have diverse people in mainstream classes

Difficulty having faculty who are not native English speakers

CCGS needs more diversity in it
Housing not set up for low income, terrible experience

Question 3. Let's look forward to a time when SSU has been successful in its diversity efforts. What would be different on this campus?

Everyone aware of what's going on
More active participation
More welcoming to foreigners
Make sure people know about the multicultural center
Cultural intelligence- open forums
Fewer hate incidents and fewer disciplinary cases
Create demographic diversity
Cultural clubs
More lectures on issues of white privilege
Sharing of more consciousness-raising
Creating unity on campus
More invitations across clubs, i.e., QSA
We would all be Seawolves who are also members of other groups
Address financial and integration issues
More culturally aware faculty
Faculty development

Question 4. What are the most important things you want the campus to address in its diversity efforts?

"Keep doors open" Campaign
Faculty development
Encourage roommates
Cheaper housing
Clubs open to everyone
Updated websites
Ask students to find info & share info on variety of diverse events, groups
Leadership class discuss events
Use STAR
Keep opportunities for those at disadvantage
Accessibility for club information

Appendix 3: Individual Comments from Participants Who Attended The Three Open Forums (pages 25 – 29)

This appendix includes the comments from a total of 83 individual surveys. On the surveys, participants self-identified as follows: 58% students; 22%, staff; 19%, tenured and tenure-track faculty/lecturers; and 1%, administrator. Comments were categorized by each Senate charge. (Note - Those who attended more than one open forum may have submitted more than one questionnaire, and many attendees did not submit any questionnaire.)

CHARGE #1: CURRICULUM

QUESTION 1: Diversity is valued when there is/are/was

- Talking about white privilege in leadership class
- Classes focused on diversity -- Elisa Velasquez's class
- Hutchins program's class - The practice of culture
- Ethnic studies requirement
- Talking about diversity & being accepted in class
- University 102, EOP Continuing C199, Leadership 238, University class with focus on diversity of race, religion, values, etc
- Religion classes offered in the past
- Psy 303 with Sheppard Bliss - talking about heritage
- Having a good diverse group in class

QUESTION 2: Diversity is not valued when there is/are/was

- Class with majority of white females
- Feeling targeted in class to give ethnic opinion
- Need more ethnic classes
- Curriculum isolated in multicultural departments
- Lack of Jewish studies minor
- Lack of faculty support in events that promote diversity curriculum

QUESTION 3 & 4: SSU will be successful regarding diversity by offering

- More education about diversity
- More diverse classes
- More open discussion of religion in classes
- Offer sign language classes
- More diversity studies (ex: African-American studies)
- Make gender studies a required GE
- More academic diversity

CHARGE #2 FACULTY, LECTURERS, STAFF, STUDENTS

QUESTION 1: Diversity is valued when there is/are/was

- Stop hate march, rally after racial slurs, rally against hate on posters related to Associated Students' President hate incident)
- Groups coming together after the incident

Public forums after prop 187 was passed, there was participation of students from the intercultural center
Feeling valued as a woman on campus and close relationships with colleagues (Instructor)
Black roommates, friends of different races
In job postings and interviews, ESA & diverse student assistants
Open campus
Attracting more Hispanic students with faculty support
Establishing diversity committees
Two African American candidates being in top for hiring
Groups of diverse potential students visiting campus

QUESTION 2: Diversity is not valued when there is/are/was

Daily struggle because campus predominately white
Focus on race and disability but ignore age, gender and sexual orientation
School is 70% white
Too many white females; need more recruitment
People only notice skin color
Benign neglect
When results and changes are not felt on campus
Has not been valued for last 9 years
Hotbed of racism
Women feeling unable to stand up for themselves
Campus of mainly females
Different treatment of male and female faculty
Need more respect for working mothers
Faculty not diverse
Professors not valuing different opinions and values
Latino students have no place to be included
Clubs for other ethnicities are very small
Organizations and groups are too isolated
Ignoring groups of similar people sharing same values
Clubs not very diverse
Latino/as students were turned away when they wanted to start a folkdance club
Elections ASI 2008 ruined signs with racial slurs
Lack of training for staff

QUESTION 3 & 4: SSU will be successful regarding diversity by offering the following

More diversity in gender
More ethnically and racially diverse students
More accepting students and faculty
More diversity = more active students
More diverse socio-economic environment
Safe space for communication
No isolated students
Look more reflective of CA and the CSU
More programs and campus involvement in diversity
A more diverse appearing student body and faculty
More connections between students and faculty
Less judgment

A better understanding of cultures
 More diverse classes
 Top administrators with diverse backgrounds
 Recognition of women faculty and administrators
 Diverse faculty
 More diversity, more active students
 Students will feel more encouraged to study abroad = more support for international office
 The university should be more committed to the students
 International faculty and more foreign exchange students
 SSU more recognized/known
 More knowledge and support of other cultures
 Recognize faculty/students that have stood up for diversity
 Gender equity in terms of pay
 Have a balance between all groups
 Training on diversity for students/faculty/staff
 Create an online diversity forum
 More diverse and open minded faculty
 Faculty more involved with students
 Address sexual orientation and low income
 More resources to bring diverse people, recruit from areas where minorities are the majority and also retain them at SSU.

CHARGE #3 INSTITUTIONAL PROGRAMS

QUESTION 1: Diversity is valued when there is/are/was

Support services like EOP and Summer Bridge
 Support for EOP students
 EOP Diversity Workshop
 Programs like International Education Exchange Council, language buddy program
 EOP, counseling
 Support for guide dogs & wheelchairs
 Parenting programs, children's school, super kids' camp
 Movers and Shakers
 Black history celebration, Black & Hispanic History month
 Language festivals
 Gender bender
 Multicultural events
 Lecture series (holocaust, queer), Diversity related lecture series
 Hosting Latino summit
 Ethnic Commencement ceremonies, Black students' graduation
 Art exhibits
 Some programs put on by ASP
 Current diversity forum or the first forum
 Queer Straight Alliance support
 Sport teams - no discrimination about race
 Indian club on campus
 Ethnic clubs, Filipino club
 Cultural clubs
 Clubs that serve as a beacon for minority students
 Broadcasting & recognizing multicultural clubs
 Filipino-American Association Sonoma State University documentary

Sonoma State American Language Institute
Participating in Queer Straight Alliance
When there was a women's resource center and support for women's history month

QUESTION 2: Diversity is not valued when there is/are/was

Need more culture in general, not just visible black history month
Need more on campus events to bring people together
Event with separation w/in audience (roped off areas)
University should put on more events, not just students

QUESTION 3 &4: SSU will be successful regarding diversity by offering

More multicultural Greek organizations
More diverse events = more support for international office
More programs like EOP
Multicultural center will be back
More counseling and tutoring services
More support services and dialogues
A well-staffed student center
Updated websites for clubs
Bring different organizations together (clubs, EOP, etc.)
More clubs and more support for them
Build relationships with junior colleges to establish programs for academic remediation
Bring advocates to represent ethnicity, religion, sexual orientation and disability
More events in the middle of campus
Create a multicultural center
More volunteer opportunities to open students' minds
Create male support groups for academic problems
Have faculty residents or faculty mentors specifically for men

CHARGE #4 FUNDING SOURCES

Questions 1-4: Integrated Comments

Children's school not adequate for staff w/kids
Having to pay fees for dances
Clubs are not well funded
Minorities must beg for graduation celebrations
Elevator in Stevenson
Not enough scholarships
More accessible accommodations for students with disabilities offered
More scholarships offered
More financial support
More accessible technology for people with disabilities
More support for the study abroad office
Create more financial support for males.

CHARGE #5 ADMINISTRATIVE SUPPORT

Questions 1-4: Integrated Comments

Support from departments with flexibility for parents
A program that ended in '94 to introduce disadvantaged high school students to college

International house in residence hall
No real change after first forum
Downsizing of women's services
When the Intercultural Center and the Women's Center were reformed
Administration focus is money not just students
Not enough administrative support
Restructuring of EOP
Development efforts only going to buildings and scholarships
Downsizing of women's services and international student services
More support for international students
More diversity in food options
Off-campus work study contracts
Get involved with the community by allowing events to be posted without ASI approval
Dorms for international students

Appendix 4: Integrated Comments (pages 30 – 34)

This appendix presents an integrated description of comments from the 59 facilitated sessions and the 83 individual surveys. The committee analyzed the data and grouped the comments by each of the Academic Senate's charges to represent the collective voices and perspectives of all participants who attended the Open Forums on Diversity. Our final recommendations and immediate recommendations were based on these integrated comments.

CHARGE #1 CURRICULUM

1.3 Classes

Offer more classes to fully provide a Multicultural Education to all students. For instance, more options in language courses, Sign Language classes, world religions, etc.
Offer more classes for non-traditional students who work during the day.
Offer more classes with a focus on diverse groups who are minimally represented in the curriculum.
Require a GE ethnic course.
Include diversity curriculum throughout the requirements of each department – not limited to GE Ethnic Studies requirement which currently includes only 24 classes in the following departments:
NAMS = 6 ; CALS = 10; AMCS = 6, ENGL= 1, WGS = 1.
Institute new Major/Minor focused on Specific Diverse Group—i. e., African-American Studies.
Include service-learning opportunities to promote diversity.
Reexamine content in existing courses for inclusiveness.
Model and promote a philosophy of respect and acceptance in all classes.
Demonstrate awareness and sensitivity to diverse groups via behavior, comments, “jokes”, examples.
Maintain awareness and sensitivity to diverse and underrepresented groups, including males.
Recognize and address diversity issues such as homophobia, racism, classism, ableism, intolerance, hate crimes and white privilege.

1.4 Training for Instructors (Faculty, Lecturers, and Classroom Staff)

Provide a venue for instructors who are identified as demonstrating best practices to share their successful approaches with other instructors, for instance, strategies, exercises, assignments, pedagogy, papers, etc.
Require all faculty and lecturers to attend inclusiveness training in order to foster a classroom environment that is safe, inclusive, respectful, and effective for all students, majority and minority, in order to prevent future negative learning experiences—e.g., targeting a spokesperson for an entire group, including multiple perspectives, “intersectionality” etc.
Require all faculty and lecturers to attend difficult dialogue training in order to attain skills to foster positive interactions when issues arise in the classroom and provide a safe space for communication.
Conduct mid-semester evaluations: anonymous assessment about the class, the instructors' behavior and classroom climate.
Recognize and intervene appropriately in hurtful, stereotyping interactions.
Develop an atmosphere of acceptance for interracial couples.

CHARGE #2 FACULTY, LECTURERS, STAFF, STUDENTS: RECRUITMENT AND RETENTION; GRADUATION; PROMOTION

2.1 Recruitment & Retention: General

- Establish and publicize quantifiable recruitment goals by diverse groups: gender (women/men), race/ethnicity, socioeconomic status, etc.
- Hold a campus-wide discussion to inform the SSU community about recruitment goals and accomplishments, and gather new ideas; report annually.
- Hold regular campus-wide trainings and open forums to foster greater understanding, tolerance, acceptance, and compassion. Be pro-active.
- Provide immediate response to any act of public hatred, vandalism, threats perpetrated against students and all other members of the SSU community.
- Hold regular campus-wide trainings and open forums to address diversity issues negatively impacting the entire campus (e.g., hate crimes, racism, homophobia, etc.) and propose solutions.
- Recognize and support the value that student activism plays.
- Encourage and support departmental/school initiatives to create, implement, and report effective strategies to increase retention of diverse students, staff, lecturers and faculty.
- Create a public venue to let the campus community know about successful efforts to promote diversity.
- Develop an appropriate system for recognizing and honoring students, staff, faculty, and lecturers who are champions for diversity.
- Partner with Junior Colleges.
- Promote more understanding about cultural traditions.

2.2 Recruitment, Retention & Promotion: Faculty/Lecturers/Staff

- Provide search committees necessary training, resources, materials, policies, ideas, etc., to ensure diverse applicant pools.
- Reward faculty's participation in events, activities, programs, etc.
- Recruit more faculty of color, more international faculty.
- Recognize that a more diverse staff would relate better to students.

2.3 Retention & Graduation of Students

- Enhance Tutoring Services.
- Strengthen and promote greater visibility of multicultural groups and programs.
- Create new, effective student outreach and recruitment strategies by learning from other successful campuses comparable to SSU.
- Develop methods to promote more school spirit among students; promote unity.
- Advertise the role of EOP to avoid misunderstanding, marginalizing.
- Improve recruitment programs to attract students from different backgrounds, especially from schools of lower socio-economic status.
- Get faculty involved in recruitment.
- Attract more international students and acknowledge/welcome their presence on campus.
- Create more support systems for transgender students, students of color, older students, male students, etc.
- Develop more community support for athletics.
- Recruit on "Native American" reservations and in Latino neighborhoods.
- Educate majority students to open up and participate in cultural events; they can be too comfortable.
- Provide People Soft in Spanish.
- Sponsor a Spanish Parents' night.

CHARGE #3 INSTITUTIONAL PROGRAMS

3.1 Existing Programs

Analyze current campus policies on personal safety (i.e. rape) and make changes to ensure individual safety is always the first priority—e.g., more lighting, parking restrictions, police escort system.

Strengthen effective programs/events/activities. EOP, Summer Bridge, International Education Exchange Council, Counseling Services, Children's School, Black History Month celebration, Latino/Hispanic Month celebration, Women's History month, language festivals, lecture series (Queer Studies, Holocaust, etc.), art exhibits, Multicultural Night, MESA, SSALI, religious clubs, career advisors.

Strengthen club activities including Gender Bender, JUMP, SAFE.

Encourage Greeks to do more in terms of diversity activities.

Expand athletics since they often have a high ratio of students from diverse backgrounds.

Strengthen multicultural commencement ceremonies, i.e. Black Students' Graduation, Raza Graduation, Rainbow Graduation.

Expand support for study abroad and international programs.

3.2 New Programs

Create and fund an inclusive multicultural center to support and educate all students, including males-- a "heart" center [This was mentioned with a variety of names: ICC, CCGS, Women's Resource Center, Multicultural Center.]

Assess the need for specific new multicultural organizations.

Initiate ethnic food in food venues; allow ethnic food sales.

Create diversity panel.

Bring more speakers to campus.

Organize more diversity forums.

Have programs that cater to a majority of students.

Have a "Spirituality Day" event.

Create more support groups for specific groups, i.e. young parents, women, re-entry students, etc.

Have social mixers both on and off campus.

Develop a male mentorship program in dorms to address services, drinking, academic issues, etc.

Create clubs for males besides fraternities and athletics.

3.3 Promotion

Create and maintain a central communication system about diversity—e.g., central diversity website about events, monthly newsletter, semester pamphlet of diversity programming, etc.

Provide more exposure and publicity for all events to encourage more attendance (STAR).

Build bridges among clubs including sororities and fraternities and culture clubs. Organize for different groups to go together to events.

Improve club structure including leadership development and advisor support to improve club sustainability.

Do follow-ups regarding diversity efforts.

Have a "keep doors open" campaign.

CHARGE #4 FUNDING SOURCES

4.1 Funding to Maintain and Increase Effective Current Programs

Bruce Berkowitz Student Union Sponsored Diversity Events.

Increase Financial Aid.

Increase scholarships (Yes We Can), including middle lower income.

Allocate proper funding to strengthen/support existing programs, i.e., DSS, Study abroad, etc.

Keep current level of Financial Aid and Scholarships.

Promote adaptation of affordable textbooks; encourage used book program.

4.2 Funding for New Programs to Achieve Identified Diversity Goals

Allocate proper funding to create new programs like the ones listed in charge #3: New Multicultural Center to support ALL students (all cultures, all sexual orientations, all genders...)

Create more affordable housing in the newer dorms.

Enhance affordability by offering lower cost alternatives for books, food, housing, parking—e.g., sliding scales.

CHARGE #5 ADMINISTRATIVE SUPPORT

5.1 Administrative Commitment

Identify, adopt, publicize a unifying diversity model or approach such as “Inclusive Excellence,” and frame diversity activities, programs, guest lecturers, etc., from that model.

Identify, adopt, publicize a person-centered model, where SSU commits to provide the support and tools to be a successful well-grounded person (student, staff, lecturers, and faculty).

5.2 Campus Policies

Regularly review policies of all divisions and auxiliary services to ensure practices are user-friendly, support inclusive excellence, and ensure a safe environment. Examples of areas to improve:

Financial aid

Bookstore products

Dining services offerings – more ethnic foods

Sexual assault counseling

Possibility of gender neutral bathrooms

Housing costs

Accessible infrastructure (elevators)

More handicapped parking places

Transportation for people with disabilities

Cost of food services for events

Create a Diversity Strategic Plan that is supported and acted upon by other divisions.

Evaluate and restructure positions as possible to support diversity at all levels of campus.

Allow flexibility when existing policies hinder diversity efforts.

5.3 Community Involvement

Develop better relationships with campus and local police to address concerns of racial profiling.

5.4 Campus Climate

Celebrate more positive actions across all areas of campus.

Acknowledge the importance that sense of belonging and community play in the daily life of students by developing and implementing plans in all divisions in the university (food services, leadership, housing, library, departments, etc.).

Regularly affirm institutional commitment to diversity.

Expand and intensify promotion of multicultural activities.

Ensure that discussion of diversity continues and includes other factors such as political affiliation, age, etc. – we all should become allies for each other.

Campus administration must support diversity activities with presence, promotion, etc.

Evaluate employee statistics for gender equity in pay.

Appendix 5: (pages 35 – 36)
SENATE’S AD HOC DIVERSITY COMMITTEE

OPEN FORUMS ON DIVERSITY^[1]

**Executive Summary of
Open Forums on March 24, 25, 26, 2009**

Presented to
ACADEMIC SENATE

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(1) Funds to conduct the Open Forums on Diversity were provided by Sonoma State University President’s Diversity Council and Associated Students.

SONOMA STATE UNIVERSITY

May 21, 2009

Executive Summary of Open Forums

Charge

- One of the charges of the Senate's Ad Hoc Committee on Diversity stated: "This ad hoc committee will conduct regular open sessions to facilitate a campus conversation about Diversity."

Procedure

- In order to meet this charge we planned and conducted a total of four open forums – one on November 19, 2008 and three on March 24, 25, 26, 2009.
- For the March, 2009 open forums, we used a group facilitation process to address the following categories of diversity as charged by the senate: race, religion, national origin, sex (including sexual harassment and sexual assault), sexual orientation, marital status, pregnancy, age, disability, medical condition and covered veterans' status and socio-economic status.

Data

- Information provided by individual participants (total = 83) and information recorded by facilitators (total= 59) from the three Open Forums conducted in late March, 2009.
- Of the 83 individual comments 58% were from students; 22%, staff; 1%, administrator; 19%, tenured and tenure-track faculty/lecturers.
- The responses summarized by 59 facilitators were distributed across 10 topics: Race/Ethnicity, 20.3%; Gender/Marital Status/Pregnancy/Parenting, 15.2%; Socioeconomic Status/Classism, 13.6%; Age/Veterans' Status/National Origin/Political Affiliation/Linguistic Ability, 13.6%; Sexual Orientation, 10.2%; Diversity, 8.5%; Disability/Medical Condition, 6.8%; Religion, 5%; White Privilege, 5%; Men in College, 1.7%.

Immediate Action Recommended Based on Participant Comments

1. Align funding and policies to ensure a sustainable diversity infrastructure.
2. Strengthen effective programs, events and activities such as: EOP, Summer Bridge, International programs, Counseling and Psychological Services (CAPS), Children's School, History Month Celebrations, Disability Services for Students (DSS), Multicultural clubs, Safe Zone and Commencement celebrations (Black, Raza and Rainbow).
3. Create a centralized campus resource to effectively communicate and promote all diversity-related activities.
4. Provide training for all tenured and tenure-track faculty, lecturers and classroom staff (e.g. teaching assistants and peer mentors) on best practices, sensitivity issues and difficult dialogues in the classroom.
5. Establish ongoing awareness and sensitivity training for all members of the campus community.
6. Immediately address identified issues of racism and homophobia through workshops, dialogues, and other strategies.
7. Keep dialogues about diversity open to build trust, align with the University's mission and vision statements, and work together toward a common goal.

Report on the Diversity Recommendations Survey of Spring 2010

Prepared by the Academic Senate Analyst
with assistance from Dr. Cora Neal, Mathematics & Statistics

At the Senate meeting of 10/1/09, the Senate's Ad-Hoc Diversity Committee presented 24 of its recommendations for improving diversity on the SSU campus to the Senate for consideration. The Senate requested that the Ad-Hoc Diversity Committee rank the recommendations to come up with the top 5 recommendations. Subsequently, the AHDC asked the Senate Analyst to assist in producing a survey of all 24 recommendations that could be sent out to everyone on campus to derive a ranking based on a campus wide response. A survey listing all the recommendations and providing a scale of 1 = highest priority and 6 = not important to me was created with SnapPro and sent to approximately 10,000 email addresses of students and SSU employees. The results of the survey follows. Appendix A displays the ranking of all the recommendations. Appendix B displays the complete survey with the total number of responses per choice for each recommendation.

Response Rate and Demographics

Total students receiving email request to complete survey = 8365
Total SSU employees receiving email request to complete survey = 1756
Total people receiving email request to complete survey = 10121

Total survey completions

Students	143	1.71%
Employees	194	11.05%
No response	12	
Unknown	<u>2</u>	
Total	351	3.47%

Breakdown of Respondents

Faculty, full professor	37
Faculty, associate professor	26
Faculty, assistant professor	27
Faculty, Librarian, Coaches, Lecturers	8
Student Service Professionals	12
Students	143
Staff	69
Administrators	15

Demographics captured

Gender

Female	222	63.43% (campus distribution 52.3% faculty, >59.7% staff) ⁱ
Male	96	27.43% (campus distribution 47.7% faculty, 40.3% staff)
No response	13	
No reply	19	

Disabling condition

Yes	48
No	279
No reply	48

Sexual Orientation

Heterosexual	255
Gay	9
Lesbian	13
Bisexual	14
Questioning	6
No response	31
No reply	22

Ethnic Identity

		Campus wide numbers for comparison ⁱⁱ
American Indian or Alaskan Native	4	(5 faculty, 8 staff, 84 students)
African American	7	(9 faculty, 25 staff, 186 students)
Latino (a)	43	(24 faculty, 80 staff, 1030 students)
Asian American	13	> (35 faculty, 48 staff, students 446)
Pacific Islander	3	
Filipino	3	
White	202	(faculty 462, staff 733, students 5597)
Multi Ethnic	32	(no campus stats for this category)
Other	13	
no response	31	(faculty 19, staff 63, students not given this option)
no reply	20	

Socio-Economic Status

Upper Income	36
Middle Income	192
Low Income	65
No response	41
no reply	22

Veteran

Yes	9
No	318
no reply	22

Discussion of Results

Clearly, the respondents to the survey were the self-selective people on campus who cared to respond. The results of this survey may not represent everyone in the campus community. However, this is the top five ranking of the 351 people who did respond. Of those 351 responses, the top 5 recommendations ranked are as follows.

Based on the mean for each recommendation:

Recommendation	total choosing 1	% choosing 1	Mean	StD	margin of error
8. Immediate response system	166	46.5	2.36	1.68	0.18
14. Res Life student training	118	33.1	2.46	1.54	0.16
6. Fund specific Programs	146	40.9	2.49	1.73	0.18
3. Majority role	124	34.7	2.49	1.58	0.17
2. Align goals, etc	130	36.4	2.5	1.65	0.18

Here are the recommendations in full:

1. 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.
2. Continue training students in the residential community regarding cultural sensitivity.
3. Provide enough 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.
4. Recognize that majority professors, staff and students have a crucial role in moving the diversity agenda forward.
5. Align goals, funding, and policies to ensure a sustainable diversity infrastructure.

The data was also analyzed to see if any difference was perceived between whites and other ethnic groups. **No change in the ranking was derived from an ethnic analysis.** While ethnicity did not change the ranking of the recommendations, it seems

important to note that the majority of the 351 people who took the survey were white females.

Looking closer at the data, the top five recommendations were rated closer to 1 by both administrators and associate faculty. Recall that 1 means the first priority. It appears that administrators and associate faculty agree more strongly on these top 5 recommendations than other groups. The standard deviation for both these groups on these five recommendations were less than 1. From this we can see that the categories of administrators and associate faculty on these 5 recommendations were an obvious variable that brought the means to the point that these 5 recommendations emerged as the top 5.

The data was also collapsed by merging the answers rated 1 and 2 together and the answers ranking 5 and 6 together. The top five listed here remained the top five. This provides great confidence that these five recommendations are the top five for this group of 351 people.

Further analysis of these results shows other interesting information. The ranking of the *continued training of students in the residence halls regarding cultural sensitivity* was brought to the top five, not by students, whose mean on that recommendation was 2.79, but rather by administrators and associate faculty, whose means were 1.73 and 1.78 respectfully. The recommendations that rose to the top five are generally specific actions the university could take and note that most of the top five are asking the University to fund what we are already doing. However, it is fascinating to note that one of the recommendations, *recognize that majority professors, staff and students have a crucial role in moving the diversity agenda forward*, is much more conceptual than the others.

Additionally, it seems important to point out that the recommendation to *designate one person to coordinate diversity efforts across the University with designated individuals in Academic Affairs, SAEM and Administration and Finance and have an open search to fill the vacancy*, was number 20 out of 24 recommendations according to the means. The creation of a Senate Diversity committee was number 24.

ⁱ <http://www.sonoma.edu/pubs/facts09/facstaff.shtml>

ⁱⁱ <http://www.sonoma.edu/pubs/facts09/facstaff.shtml> and
<http://www.sonoma.edu/pubs/facts09/students.shtml>