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

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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.

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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.

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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
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”
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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.”\(^9\)

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SSU has a tradition of hosting special graduation celebrations for different groups. For example, the 28\(^{th}\) 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](http://www.sonoma.edu/uaffairs/commencement/otherActivity)
\(^11\) [http://www.sonoma.edu/uaffairs/commencement/otherActivity](http://www.sonoma.edu/uaffairs/commencement/otherActivity)
\(^12\) “Banner Hanging Schedule 2008-09” from Susan Kashack, 04/10/09
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(MCC) is planning some events in support of Unity Through Diversity Month during the Fall 2010 semester.

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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

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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.

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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”

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Faculty Evaluated Prior Learning Program (FEPLP) that is now on the books as a self-sustain 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.

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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.

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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. In 1994 the SSU chapter of the national **Women in Computer Science (WICS)** was founded “to recruit and retain female Computer Scientists.” 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.” The award of $190,000 was obtained through the efforts of many people and coordinated by Susan Wandling in SAEM.

SSU has an **Athletics program** that included eight women’s teams in 2009. In 1993 the California State University system entered into the “CSU/Cal-NOW Consent Decree Regarding Equal Opportunity in Athletics for Women Students” 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.” In 2007 a former softball coach Chris Elze won a gender discrimination suit against SSU and was awarded $229,000. 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 nation and Sonoma County.**

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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
27 07/19/09 Email from Susan Wandling, Director, Early Outreach Programs
29 [http://www.calstate.edu/calnow/intro.shtml](http://www.calstate.edu/calnow/intro.shtml)
30 09/24/09 Email from Yvonne Burbank, Associate Athletic Director
University, with Residential Life giving out tens of thousands during educational and social programming.” 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.”

“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 Doutt, 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.” 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.”

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“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.” 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). “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]

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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

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professional live-in staff since 1997.” 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.”

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.” 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.” 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.” 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. 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.” However, the newly established CCGS was never fully staffed to cover service to all three major student groups. 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”
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.\footnote{http://www.sonoma.edu/Senate/Resolutions/ResVandalismF08.html}

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.”\footnote{http://www.sonoma.edu/Senate/Resolutions/militaryrecruit.html} 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.”\footnote{http://www.sonoma.edu/Senate/Resolutions/ReaffirmNonDisc.html} 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.\footnote{http://www.sonoma.edu/Senate/Resolutions/BloodBanks.html} That policy, dating back to 1996, can be found at http://www.sonoma.edu/uaaffairs/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 . . . .\footnote{http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm}

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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.”\footnote{http://www.calstate.edu/HRAdm/pdf2004/HR2004-12.pdf; http://oerc.sdsu.edu/nondiscrequalopp.htm and http://www.csulb.edu/depts/oed/policies/polst-rl.htm.}

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
technology, and other reasonable accommodations. DSS also coordinates various workshops and events that provide information and raise awareness of disability-related topics." 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.  

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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.” 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.” Since then, we are not aware of any comparable activities in this area.

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“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.” 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.”

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

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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.

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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

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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.

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hiring of a new Director. 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 back to SAEM. 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.

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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. 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.

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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.”

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/CCGScrcoms.html
64 Information is based on email and in-person interviews with various participants.
65 May 2009 Email from Sam Brannen, Professor, Mathematics Department
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).”

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.

“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.” 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. 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.” 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. 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

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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
developing a Diversity Strategic Plan for Sonoma State University.” 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.

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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.” 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.”

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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. In May 2008 the Senate passed a resolution to form an Ad Hoc Diversity Committee consisting of faculty, staff, students, and administrators. 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

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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

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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.

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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.”

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 then the rest of the CSU system, and recruitment at predominately white upper-income public and private high schools throughout the West Coast and Hawaiì.

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.”

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

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79 www.sonoma.edu/Senate/DiversityStudyPhillips.doc
80 http://www.pressdemocrat.com/article/20090323/news/903230309?Title=Is-SSU-too-white-and-wealthy-
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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.)

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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 programs 84 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.\textsuperscript{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.\textsuperscript{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.\textsuperscript{91}

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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.”\textsuperscript{92}

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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.”\textsuperscript{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.”\textsuperscript{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

\textsuperscript{89} Information is based on email and in-person interviews with various participants.
\textsuperscript{90} Information is based on email and in-person interviews with various participants.
\textsuperscript{91} Information is based on email and in-person interviews with various participants.
\textsuperscript{92} 11/05/09 Email from Don Romesburg.
\textsuperscript{93} \url{http://www.sonoma.edu/Senate/resolutions/CFAworkshop.html}
\textsuperscript{94} \url{http://www.sonoma.edu/Senate/AdHoc/Diversity3_19_08.doc}
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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).

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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. The Current EER Diversity Essay in
preparation for the October 2009 WASC visit was finalized at the end of the Spring 2008
semester. 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
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.