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
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Authors:

Elisa Velásquez-Andrade
Professor, Department of Psychology
(Co-Chair, AHDC)

Karen Brodsky
University Library

Helen Kallenbach
Sonoma State American Language Institute (SSALI)

Sandra Shand
Student Service Professionals

Joyce Suzuki
Employee Relations and Compliance

Myron Jordan
Student Representative

Psychology Student Research Assistants
Diana Cruz
Maria Leng
Sona Gupta

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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.

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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.
- 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

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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.collegetrack.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/uaaffairs/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.
Appendix 1 (page 11)

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 designee 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’s 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.
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

Indentify, adopt, publicize a unifying diversity model or approach such as “Inclusive Excellence,” and frame diversity activities, programs, guest lecturers, etc., from that model.
Indentify, 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.
Executive Summary of
Open Forums on March 24, 25, 26, 2009

Presented to
ACADEMIC SENATE

Authors:

Elisa Velásquez-Andrade
Professor, Department of Psychology
(Co-Chair, AHDC)

Karen Brodsky
University Library

Helen Kallenbach
Sonoma State American Language Institute (SSALI)

Sandra Shand
Student Service Professionals

Joyce Suzuki
Employee Relations and Compliance

Myron Jordan
Student Representative

Psychology Student Assistants
Diana Cruz
Maria Leng
Sona Gupta

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