




MEMORANDUM

Date: Friday, June 10, 2016

To: Robert S. Nelsen, President
Robin Carter, Interim Executive Director of Diversity

From: Ed Mills, 2015-16 Diversity Task Force Chair 

Subject: Diversity Task Force 2015-16 Report and Recommendations

The final report and recommendations from the 2015-16 Diversity Task Force is attached. On behalf of the 42 task force members, I want to thank President Nelsen for providing the opportunity for so many of us to participate on such important and critical work for the university. We feel we have just scratched the surface on the work to be done in this area.

The task force members also wanted me to let Dr. Carter know that we all stand ready to assist her in her interim role as Executive Director for Diversity. We hope that you will find this report helpful as you begin to plan for next year. Many of us will be interested in either joining the Diversity Council or acting in an advising capacity to that smaller group. Everyone on the task force is passionate about this work and understands how critical it is for our students and our university.

We've made good progress with this initial work. We all agreed, however, there is a lot of hard work ahead. Building on these efforts, and utilizing the new Hornet Honor Code, we hope to create a climate and culture at Sacramento State where everyone feels a sense of belonging and pride for their university which will last a lifetime.

Sacramento State Diversity Task Force

2015-16 Report and Recommendations

EXECUTIVE SUMMARY

During the past year, a number of bias-related incidents occurred on university campuses throughout the United State. Several of the incidents made national news and highlighted a growing unrest among college students, especially those from historically underserved populations. In response to those issues and several on our campus, Sacramento State President Dr. Robert S. Nelsen commissioned a task force on diversity and inclusion. This task force involved Student Affairs, Academic Affairs, Faculty Senate, Associated Students Inc., the University Staff Assembly and the campus community at large. The task force was chaired by Dr. Ed Mills, Vice President for Student Affairs. In all, 42 individuals participated on the task force. This report is a brief summary of their work and recommendations.

After developing a charge focused on identifying, promoting and supporting on-going dialogues and programming related to diversity and inclusion in all aspects of the university environment, task force members worked on a number of specific objectives. These included creating an inventory of programs and services relating to diversity and inclusion on-campus; partnering with multiple departments to offer a broad array of speakers and programs on multiple aspects of diversity and inclusion; creating safe spaces for individuals to voice their ideas and concerns about the campus climate; and, confidential opportunities for individuals to report specific bias-related incidents (in collaboration with the Equal Opportunity Office on-campus).

One of the task force's most notable achievements was the recommendation (in collaboration with the Council on Affirmative Action) of a Chief Diversity Officer to be added to the campus. This recommendation was approved by President Nelsen. After a call for nominations, Dr. Robin Carter, Associate Dean for the College of Health and Human Services, was appointed as Interim Director of Diversity to serve for one year. Her role during that year will be to collaborate with the campus community to define the role of the Chief Diversity Officer, set up a Diversity Council to continue the work of the Diversity Task Force and create the Diversity Office on-campus. The campus will conduct a national search for the Chief Diversity Officer in late spring 2017.

At the end of the report, task force members developed a set of recommendations for on-going work in this area. The hope of the Diversity Task Force is that the critical work started by this group in 2015-16 will be institutionalized through the campus leadership and stewardship by the Chief Diversity Officer and continue into the foreseeable future. Task force members, however, want to make sure that the campus community realizes creating a culture of inclusiveness and belonging is "everyone's job", not just the work of one administrator, council or office. Changing the campus culture around diversity and inclusion is difficult and continuous work. We must all remain committed to this work if we are to succeed.

1 BACKGROUND

During the past year, many students on college campuses have actively protested incidents of bias, intolerance and discrimination (Brown, S., 2015; Stanley-Becker, I. & Svrluga, s., 2015; Svrluga, S., 2016). While these incidents have been occurring on campuses for many years, more recent protests identified several instances where students felt a lack of institutional support (Kellard, J., 2015). Sacramento State has not been an exception. Several recent incidents involved issues around race, culture, religion and status. In response to these and other incidents, President Nelsen commissioned a task force on diversity. An excerpt from President Nelsen's message to the University Community on October 5th, 2015 reads:

"My most sincere hope is that our university can become a national model of inclusive dialogue...Sacramento State has the seventh most diverse student body west of the Mississippi River. In diversity there is strength, I believe. We must build on that strength. As California's Capital University, we can show the nation how an excellent education can be provided in an inclusive, nurturing, respectful environment by understanding and learning from all cultures. Let's move forward and, hand in hand, make our great university even greater."

After appointing Ed Mills, Vice President for Student Affairs, to lead the task force, Dr. Mills put a call out to the university community for participation. During the next several weeks, 42 individuals volunteered to serve on the task force. The group was comprised of 11 students, 11 faculty, 7 staff, and 13 administrators. A full list of committee membership is provided as Attachment A. The group met bi-weekly for the rest of the academic year.

2 CHARGE

The Diversity Task Force at Sacramento State was charged to identify, promote and support ongoing dialogues and programming related to diversity and inclusion in all aspects of the university environment to create a more welcoming and inclusive environment. For the 2015-16 academic year, the objectives for the task force were to:

- Create an inventory of programs and services related to diversity and inclusion
- Support a speaker series featuring current issues and best practices around diversity and inclusion
- Sponsor one or more open forums with President Nelsen for students and members of the campus community to voice their thoughts and concerns
- Set-up office hours to provide students with a safe, one-on-one environment to voice their concerns or report incidents
- Work with the President's Office to develop a set of recommendations for the development and implementation of an Office of Diversity, a Diversity Officer and an on-going Diversity Council
- Develop a campus definition of Diversity and initial web site to communicate the work of the task force and Diversity Officer / Council to the campus upon completion
- Create recommendations for continued work on diversity and inclusion

- Present a final report to President Nelsen at the end of the spring 2016 semester
- The work completed on each of these objectives is presented in this report. The objectives are presented in the order the task force completed them rather than in a priority order. The task force considered each of the objectives high priority and did not create an internal ranking.

3 INVENTORY OF DEPARTMENTS AND PROGRAMS DOING DIVERSITY-RELATED WORK

A sub-group of task force members led by Beth Lesen compiled a list of departments, offices and programs performing work related to diversity and inclusion on-campus (Attachment B). The group then identified whether the department, office or program's offering fell into one or more of seven categories related to diversity and inclusion. They assigned the categories by determining if the department, office or program:

- Offered a dedicated gathering space
- Provided direct support for underrepresented populations
- Provided educational programming related to diversity and inclusion
- Offered diversity and inclusion training internally and to the campus community
- Required diversity and inclusion training of all of its members
- Provided financial support for students in underrepresented populations
- Reviewed & consulted on diversity and equity for university systems and structures

The inventory (Attachment B) provides a quick summary of the current departments, offices and programs explicitly involved in work on diversity and inclusion at Sacramento State. The inventory also begins to identify potential areas of overlap and gaps in service. Further work on this inventory is recommended by the task force to investigate the overlaps and gaps on the campus (e.g. to determine whether all historically disadvantaged populations are being provided services equally on the campus).

4 SPEAKERS AND EVENTS 2015-16

Throughout the year, several departments and programs sponsored speakers and events to promote access, excellence, persistence and graduation, as well as information on diversity and inclusiveness. Many of the speakers and events were chosen to offer a space for dialogue and growth through programming intended to enrich the educational, social and cultural needs of Sacramento State's richly diverse campus and local communities. Programming included a speaker series, forums, summits and workshops for all students, faculty, staff and the community at large. A few high profile events are provided below. A more extensive list is provided as Attachment C. A few examples of the speakers and events on-campus during 2015-16 include:

- Sonia Cortes, first Latina to serve as a judge for the Yolo County Superior Court.
- Jennicet Gutiérrez, a transgender undocumented Latina activist and organizer.

- Jose Antonio Vargas, a Pulitzer Prize-winning journalist, outed himself as an undocumented immigrant in the New York Times Magazine. He had a film screening lecture on the film *Documented*.
- Dr. Antonia Darder, focused on issues of racism, political economy, social justice, and education. Her work critically engages the contributions of Paulo Freire in [to] our understanding of inequalities in schools and society.
- Dr. Estela Bensimon, Professor of Higher Education and Director of the Center for Urban Education is known widely for her work on issues of racial equity in higher education from the perspective of organizational learning and socio-cultural practice theories.
- Connie Reitman-Solas, Executive Director of the Inter-Tribal Council of California (ITCC) spoke at the **Native American Day On-Campus Celebration**. As Director, Connie leads a statewide association of 47 tribes in California
- Dr. Rose Borunda is a faculty member in the College of Education. Dr. Borunda served as the keynote speaker for the “Healing Forward” Event in recognition of **Indigenous People’s Day** held in October of 2015.
- Coach V., motivational speaker and community figure, was the keynote speaker for the 2016 November **Male Empowerment Conference**. Utilizing his own journey as a centerpiece, Coach V. shared tricks of the trade for success in life in support of the Sacramento State Male Initiative.
- Chris Robinson, Executive Director and CEO of 4 Your Epiphany, served as moderator and motivational speaker for the “**Race and You Forum: Achieving the Common Good.**” Mr. Robinson spoke as a part of Black History Month in February 2016.
- Dr. Hill Harper, actor, author, and philanthropist, served as the keynote speaker for the **DEGREES Project Recognition for 2016** with the theme “Celebrating the Fight to the Finish Line”. This event was held in May 2016 drawing a crowd of faculty, staff, and students to honor families and mentors in success.

5 TRAINING

Diversity Task Force members identified early on that they would need training and some type of unifying activity to help the group with their work. To that end, Dr. Cecil Canton recommended that the group participate in *The Journey Into Change: Unconscious Bias* training offered through the California Faculty Association. Additionally, Dr. Tina Jordan recommended that the group consider training on Culturally Responsive Communication. To get started, the group completed Unconscious Bias training on Friday March 4th, 2016. Task Force Members strongly support additional and on-going diversity and inclusion training for all members of the campus community. Other types of training more specifically tied to individual groups of students include:

- Dreamer Ally Training - To gain a better understanding of the challenges faced by undocumented students and mixed-status families
- Safe Zone Training - To gain a better understanding of the challenges faced by the LGBTQ community
- Veterans in Higher Education - To gain a better understanding of the challenges faced by student veterans and dependents of veterans in our community
- ADA Training - To gain a better understanding of the challenges faced by students with disabilities

6 OPEN FORUMS AND OFFICE HOURS FOR STUDENTS

One of the issues voiced by students early in the fall semester was that they did not feel they had safe places to voice their concerns or report incidents of bias. To begin to address this ongoing concern, Skip Bishop reminded members that the Office of Equal Opportunity actively investigated issues related to discrimination, harassment and retaliation. President Nelsen offered an open forum on March 2nd, 2016. Additionally, Student Affairs leadership provided weekly open office hours in the University Union for students who wanted to come in and share a personal experience they might not be comfortable relaying in an open forum.

Concerns expressed by students through the options available in 2015-16 included:

- Not feeling safe on campus (most often relating to documented status (or having a mixed status family), being LGBT, political affiliation and religious affiliation)
- Issues with Faculty comments related to political affiliation, religious affiliation and historical contexts pertaining to specific groups of people during class
- Concerns with faculty commentary on current bias-related and/or discriminatory events (regional, national, international) which were not related to course content and often without the opportunity for students to express opposing views (some examples provided by students were the situation in Ferguson, MO, commentary on the Tamir Rice incident in Ohio and the Black Lives Matter movement).
- Concerns for transgender students regarding preferred names in the administrative software system (CMS) and more gender neutral restrooms on-campus
- Expressing a sense of isolation on-campus or not feeling welcome especially from students from smaller populations (e.g. Indigenous People, African Americans).
- Not seeing many faculty members that look like them or who have similar backgrounds to them

Task force members wanted to make sure that public and private opportunities for students who express concerns continue to be available and widely advertised to students. President Nelsen has also been discussing the possibility of creating a University Ombudsperson position. Task force members strongly supported this idea.

7 OFFICE OF DIVERSITY

Early in the 2016 fall semester, members from the Council on Affirmative Action met with President Nelsen and former Provost Harmsen. Within the discussion, the council members made two recommendations. The first was for the campus to create a Chief Diversity Officer (CDO) position. The second was to create a comparable faculty position (appointed by the faculty senate) to work in tandem with the CDO to help ensure diversity and inclusion in faculty recruitment, interview and hiring pools.

President Nelsen discussed the recommendations with his cabinet members and made the decision to create an Office for Diversity at Sacramento State. To get started, Dr. Nelsen decided to appoint an Interim Director for Diversity. That person's job, for the next year, would be to set-up the Diversity Office, develop a Diversity Council and work with President Nelsen and the Diversity Council to create the CDO position. Recruitment for the CDO would be targeted for spring 2017 with a June 1, 2017 expected start date.

After soliciting candidates from the campus, President Nelsen appointed Dr. Robin Carter as the Interim Executive Director of Diversity. The announcement was sent to the campus community on Thursday April 28th, 2016 (Attachment D). Dr. Carter met with the Diversity Task Force at their May 5th meeting.

8 STATEMENT ON DIVERSITY AND DIVERSITY WEB SITE

One of the first items that the Task Force took on was to draft a statement for diversity and inclusion representing our values as a Sacramento State (Hornet) Family. The final draft reads:

Sacramento State is committed to fostering in all its members a sense of inclusiveness by providing equal access to educational opportunities and a welcoming environment. We embrace each other's strengths and differences through building campus unity. At Sacramento State, students, faculty, staff, and administrators work collaboratively to create an atmosphere in which diversity can flourish based upon principles of social consciousness, awareness, support, and respect for all.

Sacramento is the state capital of California and one of the most diverse cities in the nation. As the heart of the region's higher education community, Sacramento State is dedicated to access, academic excellence, and inclusion. As the seventh most diverse university west of the Mississippi, Sacramento State is proud that its student body and employees reflect the diversity within our greater community. At Sac State, we believe diversity includes differences in race, ethnicity, sex, socioeconomic status, language, age, sexual orientation, gender identity and expression, religion or spirituality, ancestry, national origin, physical or mental abilities, medical condition, immigration status, marital status, veteran status, and other characteristics that make our community unique.

Diversity among our students and employees enriches intellectual discussion in and out of the classroom, promotes understanding across differences, and better enables the University community to respond to the needs of an increasingly diverse workforce and society. Through our diverse student body and the many campus clubs, organizations, and services, students can express self-concept and embrace identity in and out of the classroom.

Task force members felt that this statement should be widely publicized in the coming year as part of a broad marketing campaign. In addition, training resources available to the campus community, information on the development and posting of the CDO position and initial work of the Diversity Council should be included in the campaign and on the web site. Lastly, the group recommended that an on-line bias incident reporting tool should be part of a new diversity web site. Public Affairs (Jeannie Wong) took the lead on this activity. The web site is currently being developed. Some of the initial items to be added to the web site include:

- Statement on Diversity and Inclusion
- Information on the “Guy’s Challenge”
- Link to the diversity resolution passed by ASI
- Links to trainings provided on-campus
- The Diversity-Related Programs Inventory with contact information for each program
- The opportunity to highlight real-time student thoughts (blogs, comment areas, etc.)
- The opportunity to feature student-led work on diversity and inclusion
- On-line bias incident reporting tool

Task force members recommend that the initial web site continue to be developed under the new Interim Director and ultimately the Diversity Officer and Diversity Council. They hope that the new web site will become a useful tool for the campus community, our partners and the general public.

9 RECOMMENDATIONS FOR THE 2016-17 ACADEMIC YEAR

The last action task force members took before the end of the spring semester was to compile a list of recommendations for the 2016-17 academic year and beyond. The recommendations have been grouped into the following broad categories provided below:

9.1 DEVELOPING THE DIVERSITY OFFICER AND DIVERSITY COUNCIL

9.1.1 Development of the Chief Diversity Officer and Office

- Consider looking at similar positions throughout the CSU and other universities as models (e.g. CSU East Bay). There is a CSU group of Diversity Officers that meet somewhat regularly. We can gather many examples from that group. Another great example is from the University of Minnesota.

- Make sure that the job description for the Chief Diversity Officer reflects the diversity and inclusion needs and priorities for the campus.
- Include evaluation (assessment) components that directly address diversity and inclusion in multiple ways on-campus
- Add this position to the President's Cabinet and Administrative Council to provide strong, visible representation on the campus leadership team
- Ask that the incumbent regularly attend Faculty Senate and engage at division, department and diversity program meetings throughout the campus
- Provide an adequate operating budget, support staff and space for the new office (one idea was to ask each division and college to contribute to the budget so that everyone has a stake in the success of this office - University of Minnesota model)

9.1.2 Development of a Diversity Council and Standard Actions Expected of the CDO and Diversity Council

- Develop an open process for individuals to be nominated and selected to serve
- Consider two or three-year terms (with the opportunity for re-appointment) to provide opportunity for more individuals to serve over time while keeping some consistency among the membership
- Strive for fairly equal representation (from staff, students, and faculty) to serve on the council
- Provide opportunities for the campus community to raise concerns via a web form, individual meetings and open forums
- Regularly communicate with the campus community and provide consistent updates of the council's activity via email and on the web site
- Sponsor (or co-sponsor) campus-wide events and speakers in collaboration with other centers and departments on-campus (e.g. Serna Center, Cooper-Woodson, Centers for Diversity and Inclusion, MLK Center, Ethnic Studies, etc.)
 - Continue themes and programs from 2015-16 (Native Americans Challenges, Islamophobia, Undocumented Students, etc.)
 - Create a safe space for difficult conversations about diversity and inclusion on-campus and broadly advertise the opportunities for dialogue
- Expand on the work of the Diversity Task Force's Diversity Matrix to provide more information on each department / program to identify more areas for collaboration
- Finalize and implement the bias incident response protocol for the campus. Provide training on the protocol to campus leadership
- Create an annual communications and training plan which can include all segments of the campus community
- Collaborate with HR on the Campus Climate Survey and other assessment tools to gather information, evaluate responses and provide reports to the campus community

9.2 ADDITIONAL RECOMMENDATIONS FOR CONTINUED WORK ON DIVERSITY AND INCLUSION

9.2.1 Planning

- Expand the use of diversity and inclusion in the campus strategic planning efforts developing specific and measurable goals (Utilize existing documents for input and examples like the Educational Equity Committee's plan, Council on Affirmative Action, and individual college educational equity plans)
- Develop a campus diversity plan with at least three areas of focus: 1) Representational Diversity - building and maintaining a diverse faculty, staff and student body; 2) Campus Climate - creating a climate of inclusiveness that helps all individuals on the campus to thrive; and, 3) Strategic Partnerships and Initiatives - building relationships to expand on the strengths provided through our diverse campus community
- Ask each division and college to develop a diversity plan specific to their work and activities (nothing overly long with a focus on specific issues and short term goals to address those issues)
- Collaborate with Facilities to create more gender-neutral restrooms in existing campus buildings and include gender-neutral restroom in the Campus Master Plan for all new buildings
- Participate in on-going assessment of ADA issues and opportunities on-campus and work with SSWD to champion the needs of our growing population of students who need different types of accommodations to be successful
- Develop and regularly evaluate an affirmative action plan at the campus level (reach out for more specific recommendations from Human Resources and the Council on Affirmative Action)
 - Help facilitate more diversity in faculty hiring as well as strive for more diversity within staff and administration
 - Work with HR to help review or recommend policies/protocols regarding diversity in faculty and staff hiring
- Define ways to create a more welcoming environment for undocumented students and those with mixed status families (make the Dreamer's Resource Center more visible)
- Continue work on the creation of Sacramento State as a Sanctuary Campus
- Create a campus "safe space" that is open for all (a common space for all students)
- Work with faculty and departments to create a more culturally responsive curriculum across the board regardless of college/ department (repurpose learning outcomes). See *Supporting the Work of the Diversity Task Force* (Attachment E)

9.2.2 Diversity and Inclusiveness Training

All members of the Diversity Task Force agreed that one of the most important activities of the Diversity Council will be to explore strategies to provide a variety of training programs for the campus community. Specifically, task force members recommend:

- Inclusion of initial diversity training for new faculty orientation and onboarding for new staff / administrators by HR or hiring departments
- Creation of short (one hour or less) training opportunities for all members of the university community (students, faculty, staff and administration) to increase awareness and develop at least minimal understanding of issues, opportunities and laws related to diversity and inclusion
- Development and/or facilitation of more extensive training for faculty/staff regarding diversity (unconscious bias, culturally sensitive communication, affirmative action laws, etc.) offered each semester
- Communication and training focused on the Hornet Honor Code

9.2.3 Data and Analysis

To better understand all the different kinds of diversity on our campus and develop meaningful strategies to increase everyone's sense of belonging, we will need to collect and analyze several kinds of data. Some examples discussed by the Diversity Task Force include:

- Tracking and reporting on bias incidents in collaboration with the Office of Equal Opportunity then distributing summary information to the campus
- Working on disaggregating data to allow for more meaningful demographic information beyond URM and IPEDS definitions (e.g. Breakdown API students and look at differences between groups)
- Making more regular use of student panels and focus groups to provide on-going feedback about student challenges and the campus climate
- Collaborating with HR on campus climate surveys and assess results of student questionnaires (e.g. graduating student survey)
- Working with faculty to assess elements of the curriculum which may perpetuate unconscious bias
- Examining impacted programs and assess impacts on the long term access to and diversity of programs which have become impacted
- Tracking and reporting on training completed by all members of the campus community

9.3 BUILDING PARTNERSHIPS IN THE COMMUNITY

Sacramento State is the 7th most diverse university west of the Mississippi. Sacramento is one of the most diverse cities in the country. Given this common strength, members of the Diversity Task Force expressed the need for Sacramento State to reach out and develop partnerships with the community. While much of the initial work may be generated from the Chief Diversity Officer and Diversity Council, the Task Force acknowledged that this is "everyone's" work and should include all members of the campus community. Specific ideas were to:

- Consider developing a representative advisory board from off campus partners

- Become a resource and model for the community and the state (working up to a national model of diversity and inclusiveness)
- Collaborate with K-12 to develop strategies for helping younger students begin to understand all the different kinds of diversity, the strength that diversity brings to our community and different ways to reduce bullying

10 SUMMARY

In his first year, President Nelsen has commented that while Sacramento State is a very diverse campus, it may not always provide a welcoming environment. As proud members of the Hornet Family, the Diversity Task Force is committed to the challenging and ongoing work needed to change this reality. The group recognizes that the work completed this year is just beginning to uncover the issues and opportunities that lay ahead. To truly make progress on our goals, we must work together, building on the strength of our diversity and create an environment where all members of the Hornet Family feel a true sense of belonging, pride and affinity to the campus.

As stated earlier in this report, this work is everyone's work. We must not fall into the traps outlined in the article; *How do you create a Diversity Agenda* (McMurtie, 2016). In her article, McMurtie offers five recommendations from her research that can help institutions avoid common challenges when they work to create a diversity agenda. They are:

- **Take Ownership** – Campus Presidents and executive leaders don't often feel that working on diversity and inclusion is their specific responsibility. To make real progress, all campus leaders need to feel responsibility and ownership (faculty, staff, students and administration)
- **Involve the Entire Faculty, Not just the Usual Suspects** – McMurtie comments that "Typically, a diversity plan is hammered out by a small set of people. It often includes a disproportionate number of minority faculty members." The plan and responsibility for engaging in the work around diversity and inclusion must become part of everyone's responsibility
- **Engage Students** – Some campus leaders have avoided or even dismissed student demands. This can often frustrate students. Leaders need to engage the students and educate them on the type of actions universities can take to help address their concerns
- **Have the Tough Conversations** – According to McMurtie, "Fostering diversity and inclusion is not an act of celebration. It's hard work." Create safe spaces for challenging conversations and develop facilitation skills in multiple individuals to help facilitate
- **Hold People Accountable** – If our diversity plan fails to meet their goals, how do we hold ourselves responsible? If this is "everyone's" work, then we must all share in the achievements and the failures. Thus, people should take responsibility for specific objectives, accept responsibility for failures and strive to continue to improve

Changing the campus culture around diversity and inclusion is difficult and continuous work. We must all be committed (and annually re-commit) to this work if we are to succeed.

11 REFERENCES

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Attachment B

	Dedicated gathering safe space	Support services for underrepresented populations	Educational programming focused on diversity & inclusion	Diversity and inclusion training offered	Diversity and inclusion training taken	Student financial support for specific populations (ex. Scholarships)	Reviews & Consults on Diversity and Equity in University Systems & Structure
ASI/Diversity Work Group						X	
CAMP	X	X				X	
CODE			X		X		X
Council for Affirmative Action				X			X
SO&L's Cultural Clubs/ Councils			X				
SO&L's Diversity Leadership Conference			X	X			
EOP	X	X				X	
Full Circle Project	X	X	X			X	
Housing (RA's)			X		X		
LSAMP (Under SEE)							
Multicultural Center	X		X	X			
Office of Equal Opportunity				X			
Orientation Leaders					X		
Peer Mentors					X		
PRIDE	X		X				
Race & Ethnicity Grad Requirement			X	X			
SSWD		X		X			
Women's Resource Center	X		X				
MEP		X					
UNIQUE			X				
Serna center			X				
MLK Center	X	X	X				
First Year Experience				X			
Degrees Project		X					
Black Staff & Faculty Association		X	X				X
Chicano/Latino Faculty Association		X	X				X
Black Alumni Chapter		X	X			X	
Chicano/Latino Alumni Chapter		X	X			X	

California State University, Sacramento
Speakers and Events
2015-2016

Speaker events sponsored by the Serna Center include:

- Sonia Cortes, first Latina to serve as a judge for the Yolo County Superior Court.
- Hispanic Serving Institution Summit brought together partners from all sectors of the community invested in student success and college completion.
- Jennicet Gutiérrez, a transgender undocumented Latina activist and organizer.
- Film screening and lecture of the film *Documented*—Pulitzer Prize-winning journalist Jose Antonio Vargas outed himself as an undocumented immigrant in the New York Times Magazine. *Documented* chronicles his journey to America from the Philippines as a child; his public struggle as an immigration reform activist/provocateur; and, his journey inward as he reconnects with his mother, whom he hasn't seen in 20 years. *Co-sponsored by the Centers for Diversity and Inclusion.*
- Dr. Antonia Darder, scholarship focuses on issues of racism, political economy, social justice, and education. Her work critically engages the contributions of Paulo Freire in [to] our understanding of inequalities in schools and society.

Events sponsored by Student Academic Success and Educational Equity Programs (SASEEP) include:

- Dr. Estela Bensimon, Professor of Higher Education and Director of the Center for Urban Education is known widely for her work on issues of racial equity in higher education from the perspective of organizational learning and socio-cultural practice theories. Widely published in the field, Dr. Bensimon has held the highest leadership positions in the Association for the Study of Higher Education and is author of *The Equity Scorecard*, a leading approach to equity in higher education. Dr. Bensimon was the featured keynote speaker at the **SASEEP Mentoring and Tutoring Institute** held in August of 2015.
- Dr. Eric Thomas, one of the top motivational speakers in the world, served as the keynote speaker for **Student Academic Success Day** held in September 2015. The theme for the event was "Taking Graduation by Storm." The event brought together over 1,000 students, faculty, and staff to learn about the importance of graduation and student success.
- Connie Reitman-Solas, Executive Director of the Inter-Tribal Council of California (ITCC) spoke at the **Native American Day On-Campus Celebration**. As Director, Connie leads a statewide association of 47 tribes in California. The ITCC works to create programs and services impacting health, education, economic, social, cultural,

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environmental, legal, and tribal governance development for tribal people throughout California.

- Dr. Rose Borunda is a faculty member in the College of Education. She is known extensively through her work in the areas of [around] social justice, identity formation, and cross racial bridge building. Dr. Borunda served as the keynote speaker for the “Healing Forward” Event in recognition of **Indigenous People’s Day** held in October of 2015.
- Coach V., motivational speaker and community figure, was the keynote speaker for the 2016 November **Male Empowerment Conference**. Utilizing his own journey as a centerpiece, Coach V. shared tricks of the trade for success in life in support of the Sacramento State Male Initiative.
- Chris Robinson, Executive Director and CEO of 4 Your Epiphany, served as moderator and motivational speaker for the “**Race and You Forum: Achieving the Common Good.**” Mr. Robinson works arduously in the community promoting social change, men’s leadership development, mentoring, and school preparation. As a lead trainer in the school districts he has developed a program called “Way up Sacramento Youth Leadership Program Summer Camp.” His dynamic platform in the community has leveraged him as an innovator and pursuer of excellence. Mr., Robinson spoke as a part of Black History Month in February 2016.
- As a kick-off to **Black History Month**, Lawrence C. Lee, President and General Manager of the Observer Media Group provided the luncheon keynote address. The theme for the event was “Affirming the Dream: Making History Today.” To gather momentum to the start of Black History Month, Mr. Lee provided a historical snapshot of progress made over time in the African American Community.
- STRONG 2016 built on the talent and expertise of students as a part of an academic showcase to explore real world challenges. The keynote speaker was Urijah Faber, a Sacramento Native World Champion professional mixed martial artist, who shared his story of success. The event was held in April of 2016.
- Dr. Hill Harper, actor, author [,] and philanthropist, served as the keynote speaker for the **DEGREES Project Recognition for 2016** with the theme “Celebrating the Fight to the Finish Line.” Known for his roles in an array of feature films and on television, Dr. Harper inspires, and electrifies crowds with his great vision for being bold and having a blueprint for the future. This event was held in May of 2016 drawing a crowd of faculty, staff, and students to honor families and mentors in success.

Events sponsored by the Centers for Diversity and Inclusion:

- Q/T Chat: Love My Trans Body: As part of the “Love Your Body Week,” this workshop gives people who identify as Transgender or Gender-Non-Conforming a space to

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explore their bodies and their unique beauty through conversations on oppressive societal norms, liberation and self-love and body modification.

- **FWORD Discussion: Police Brutality:** This discussion featured a panel of speakers from Sacramento Black Lives Matter, the local activist community, and Professor Sanyu Mulira from our campus's department of Ethnic Studies. The WRC hopes to centralize the experiences of women for the discussion. This event was part of the FWORD (feminism) series.
- **Creative Queens Pop-Up Art Show:** This event hosted a temporary art show organized by a community group founded by a Sac State alum. The group is an artist collective that hosts a monthly open art space focused on anyone identifying as a women, transgender, non-gender conforming, or Queer.
- **Environmental Justice: Reclaiming Your Body:** This event highlighted the harmful ways that patriarchy and capitalism work together with a panel discussion on the harmful effects of hygienic products, and the chemicals associated with them, on reproductive health and the environment.
- **Selfies for Self-Care and Framing Empowerment:** An interactive selfie workshop for establishing effective self-care and self-appreciation habits.
- ***Men Who Ask* Sexual Assault Prevention Workshop:** A sexual assault prevention program that engages men and people of all genders. Student interns worked through a curriculum across the semester which focused on feminism, patriarchy, and sexual assault prevention, and then lead this workshop to teach others. Workshop topics included: bystander intervention, basic principles of feminism, and CSU Title IX policies.
- **Black Power Mixtape:** Film documents the evolution of the Black Power Movement in the 60's and 70's, using a mix of footage filmed by Swedish Television journalists. Activists included are Angela Davis, Stokely Carmichael, Huey P. Newton, and Bobby Seale. Talib Kweli, Erykah Badu, Abiodun Oyewole, John Forte, and Robin Kelley are among the many important voices providing narration and commentary, adding modern perspective to this essential time capsule of African-American history.
- **American Revolutionary: The Evolution of Grace Lee Boggs:** Film documents Chinese American Grace Lee Boggs, an activist and philosopher who devoted her life to an evolving revolution that encompasses American's past and its potentially radical future.
- **Brother Outsider: The Life of Bayard Rustin:** Film illuminates the public and private lives of Bayard Rustin, a visionary strategist and activist who has been called "the unknown hero" of the civil rights movement, and who also happened to be gay.
- **Out in the Night Reception:** Out in the Night is a documentary that tells the story of a group of young friends, African American lesbians who are out, one hot August night in 2006, in the gay friendly neighborhood of New York City. As they and their friends walk under the hot neon lights of tattoo parlors in the West Village, an older man sexually and violently confronts them. A fight ensues, and the man is stabbed by one of the women. The women are called a "gang of killer lesbians" and charged with assault and

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attempted murder. After the film screening, the director and one of the women visited the campus for a reception.

- Queer Picnic: The WRC hosted a picnic for LGBTQIA identified peoples and their allies. All were welcome.
- All People's Recognition Ceremony: Annual end of the year celebration which gives campus community members the opportunity to recognize each other's' dedication to social justice and community building.
- Lavender Graduation: A celebration of LGBTQIA identified students' academic achievements. Participants received a certificate and rainbow tassel to wear at Commencement.

UNIQUE Program events included:

- Divas of Diversity: A lecture, Q&A presented by BeBe Zahara Benet and Shannel, cast members from the game show *RuPaul's Drag Race* on the Logo channel. The divas are putting on their heels to entertain and educate. The event provides the opportunity for the audience to have a platform to embrace their differences and celebrate diversity. Bebe and Shannel will share their stories of discrimination and acceptance, perform in a short drag show, and open up to the audience for questions and answers.
- Power on Earth – One man show, featuring Darryl Van Leer, dramatizing key moments and events of prominent African-Americans of the 19th and 20th centuries.

Student Organizations and Leadership events included:

- 2016 Spring Diversity Leadership Conference "*Leadership Transformed*"

Other campus events included:

- Japanese American Experience & Current Events Symposium/Forum: Doris Matsui, members of the Japanese American, the Muslim American, and the Sacramento State Communities came together to recognize the 74th anniversary of the day that President Franklin D. Roosevelt signed Executive Order 9066, resulting in the internment of 120,000 Japanese Americans in camps. "*Understanding America's past and how that past can shed light on our current climate and culture can spread tolerance and compassion.*"



President's Update

Thursday, April 28, 2016



To All Members of the Campus Community:

I am excited to announce that Dr. Robin Carter has accepted the role of Interim Executive Director of Diversity. She will begin work on July 1 with the Diversity Task Force to create the Office of Equity, Diversity, and Inclusion.

The Hornet family must come together now more than ever to build a strong Office of Equity, Diversity, and Inclusion so that we can become an even stronger university.

Dr. Carter is "Made at Sac State," earning both her bachelor's and master's degrees in social work here. She also earned a master's degree and doctorate in public administration from the University of Southern California. She began her career in social services before transitioning to academia.

For the past five years, Dr. Carter has served the College of Health and Human Services as the Associate Dean. She spent nine and a half years as the Department Chair for the Division of Social Work and has been a professor here since 1989. She has researched and published extensively on diversity issues within the field of social work. Dr. Carter brings both the administrative experience necessary to establish the office and the passion and empathy required to make the office impactful here at Sacramento State.

While I have complete faith and trust in Dr. Carter's ability to establish a robust and effective Office of Equity, Diversity, and Inclusion, she cannot do it alone. The Hornet family must come together now more than ever to build a strong Office of Equity, Diversity, and Inclusion so that we can become an even stronger university. I look forward to working with Dr. Carter and each of you to make Sac State stronger.

Sincerely,
Robert S. Nelsen



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Supporting the Work of the Diversity Task Force: A Framework

Respectfully submitted by Cecil E. Canton, member

The numerous task force and committee reports and surveys on the book shelves in President Nelson's (and his predecessor's) office attest to the many attempts over the years to address the troubling lack of diversity among the faculty, staff and administration at CSUS and the "chilly" campus climate reported by those passing through this "destination" campus. Those documents are the final resting place of recommendations, suggestions and opinions that have been gathered and collected, too often without public notice, comment or implementation!

If *this* Diversity Task Force is to lead the university's efforts to address long standing issues such as creating (and sustaining) a supportive environment/climate that more closely mirrors the changing demographics of the state, closing the achievement gap, and providing for meaningful educational equity, we must be willing to examine the "lived" experiences and realities of those community members who have been the most marginalized in our university and our state and engage in courageous conversations about what we find. In order to have those conversations, we have to do what Roderick has suggested: we must learn how to talk *honestly* with one another.¹ We can begin to accomplish that by engaging in the "*Journey into Change*" unconscious bias workshop sponsored by the Council for Affirmative Action.² In short, if we are to find success where past efforts have failed, we must be willing to challenge the *status quo*, and do things differently. Absent that, our task force report's recommendations, suggestions and advice will be consigned to its own plot in the graveyard.

As the recent survey and inventory of reports, programs, initiatives, and other efforts we received at the inaugural Diversity Task Force meeting have made clear; there have been myriad attempts to address the issue of "diversity" on many levels over the years. However, prior to any effort to evaluate our diversity efforts, we must have a common definition of what we believe diversity to be. What is "diversity" and why has it been such an elusive target at Sacramento State?

The on-line Merriam-Webster dictionary defines "diversity" as "*the condition of having or being composed of differing elements, (variety); the inclusion of different types of people (as people of different races or cultures) in a group or organization <programs intended to promote diversity in schools>; an instance of being composed of differing elements or qualities : an instance of being diverse <a diversity of opinion>*".³

In my opinion, the term "diversity" has become a substitute for what used to be called "affirmative action." "Affirmative action" as a term fell into disfavor because it exposed underlying resentments and racial fracture lines regarding our nation's responsibility to "level the playing field" for those long marginalized within our society. "Diversity" is a softer, mutable and more acceptable term, one that

¹ (Roderick, 2011)

² (Canton, A Journey Into Change, 2013)

³ (Merriam-Webster, 2015)

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doesn't require an explanation for the failure to live up to our expressed beliefs about equality.⁴ However, it masks what Mills calls the "racial contract:"⁵ the systems and structures of power that keep institutional racism in place and continue to deny meaningful change in the academy and the country.

As Kendall points out "focusing solely on "diversity" without addressing oppression, not speaking specifically to the experience of people of color in predominantly white organizations, or not talking openly about racism in the organization"⁶ is a recipe for continued failure.

Yet, we know that failure, or the lack of success, can come from many other causes. Chief among them is the failure to align our efforts with the mission of the university or to appropriately evaluate their effectiveness. As a task force, we need to review the CSUS Mission statement, identify its aspiration for "diversity and inclusion," and then use it to animate our own work.

In order to strategically assess the viability and impact of any "diversity" efforts, we must first gauge their fidelity to two key components: (a) mission and goals and (b) measures of success. In its report *A Policy and Legal "Syllabus" for Diversity Programs at Colleges and Universities*, the Access and Diversity Collaborative⁷ has identified these elements as essential to any framework examining an institution's commitment to and success with diversity. Regarding the mission and goals component, it states:

*An institution.... should clearly articulate its particular, broad-based diversity goals, with a direct connection to its mission and the long-recognized benefits of diversity that include improved teaching and learning, preparation for the 21st century workforce, and enhanced preparation for civic participation.*⁸

The Collaborative also gives us guidance on key questions regarding mission and goals that should be addressed by our task force: What are the educational interests that CSUS (and its various departments, schools and colleges) seek to achieve through its diversity goals? Are those goals directly related to the institution's mission? Are they clearly communicated? Do institutional leaders, administrators, faculty, and other stakeholders have the right information and understanding of the institution's mission and diversity goals for communicating and building support, both internally and with the public?⁹ I would add that we also need to determine whether or not *and* how these efforts connect to one another.

With respect to measures of success, the Collaborative insists that:

*Establishing key measures by which to gauge success over time is a critical step in evaluating progress and informing policy and practice decisions. As with most institutional policy issues, an array of qualitative and quantitative measures likely should inform judgments about success – all rooted in an institution's unique mission and context.*¹⁰

⁴ (Canton, 2002)

⁵ (Mills, 1997)

⁶ (Kendall, 2006)

⁷ The Access and Diversity Collaborative is comprised of the College Board, the American Council on Education and EducationCounsel LLC.

⁸ (Collaborative, May 2015), p.5

⁹ (Collaborative, May 2015), p.5

¹⁰ (Collaborative, May 2015), p.6

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It goes on further to identify at least three dimensions of diversity that should inform what success looks like in an institution:

1. *Compositional diversity (which may include a “critical mass” of underrepresented minority students);*
2. *Diversity-related curricular and extra-curricular programming (e.g., cultural awareness workshops, core diversity requirements in general education courses, ethnic studies courses, etc.); and*
3. *Diverse interactions, characterized by students’ exchanges with racially and ethnically diverse people as well as with diverse ideas, information, and experiences.*¹¹

However, I believe that there is a fourth dimension, not mentioned by the Collaborative, but which is critical to determining success:

4. ***Compositional diversity of faculty, staff and administration (which may include a “critical mass” of racial and ethnic underrepresented people.***

Again, the Collaborative provides us with guidance on key questions for our task force to ask: What does success look like, both institution-wide and within specific schools and departments? How will the institution and its units know when success has been achieved? What data and information should inform these decisions? How does the institution’s unique mission and context inform this analysis?¹²

These questions and the answers they elicit are particularly important for the fourth dimension: the compositional diversity of faculty, staff and administration. Which colleges, schools, divisions, departments and units reflect the compositional diversity of faculty, staff and administration to which we aspire? Why? Which colleges, schools, divisions and units do not reflect the compositional diversity to which we aspire? Why not? How can we effect the change we seek? How can we model that change? Lastly, how can we sustain it?

In August 2015, the Council for Affirmative Action submitted recommendations to President Nelson that included the creation and appointment of a campus Diversity Officer position. This position is modeled after a similar position at CSU, East Bay, which has proven to be effective in responding to the dearth of underrepresented faculty and staff within colleges, schools, departments and programs on that campus. Recruiting and hiring more racial and ethnic underrepresented faculty remains a critical test for our campus. Our task force should support this very concrete recommendation.

This is our challenge as a task force. Our recommendations must be bold, concrete, direct and action oriented, if we are to achieve our goal and meet the president’s charge.

¹¹ (Collaborative, May 2015), p.6

¹² (Collaborative, May 2015), p.6

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