**Status - August 20, 2020**

Current actions, future plans for addressing racial justice, diversity, inclusivity and equity

On June 5, 2020 the Provost’s Leadership Council announced a call to action in response to the anti-Black, racist violence in our country. As a result of the call to action, this initial report outlines specific, detailed actions in each school. In our review of current initiatives, each school identified current programs and strategies.

**Arts and Humanities**

The School of Arts & Humanities Action Plan for Social Justice draws on faculty subject matter expertise, staff and student commitment, and curricular innovations to value, leverage, and amplify social justice work embedded in scholarship, teaching, and practices.

* Valuing Diversity Work in evaluations
* Establishing student research/paper awards for work on social justice and equity
* Spotlight Inclusive curriculum innovations

**Re-Centering Curricula** will be a regular agenda item for the Arts & Humanities Council of Chairs as we discuss ways to rethink European heritage as the default center of A&H curricula.

**Arts & Humanities Task Force on Performing Social Justice**. We have launched a task force under our Center for Performing Arts Production Manager to coordinate ways that A&H faculty, staff, and students can launch and participate in initiatives for racial justice. We are calling it Performing Social Justice because so much of our work is in making and doing and performing. Our goal is to bring our resources and expertise bear to support creative work with a racial justice mission.

Three Art & Humanities departments, [American Multicultural Studies](http://amcs.sonoma.edu/), [Chicano and Latino Studies](http://web.sonoma.edu/cals/), and [Native American Studies](https://nams.sonoma.edu/), are dedicated to educating our students about the race violence, political violence, and genocide -- facts of our nation’s history, as well as the remarkable survival of cultures and peoples in the face of such violence. Without putting a burden on our faculty of color, we will build on the subject matter expertise of our faculty to inform practices across A&H.

**Business and Economics**

[**https://sbe.sonoma.edu/about/inclusive-excellence**](https://sbe.sonoma.edu/about/inclusive-excellence)

The mission of the School of Business and Economics at Sonoma State University is to create extraordinary learning experiences for our students, and to advance best business practices in the North Bay and beyond.

Inclusive Excellence is the School of Business and Economics' guiding principle for access, student success, and high-quality learning. (<https://www.aacu.org/making-excellence-inclusive>).

 In the School of Business and Economics, we recognize our community's success rests on how the SBE values, engages, and includes our diverse students, faculty, staff, and alumni. We aim to create an inclusive, supportive space where our community is inspired to action through business and economics for positive professional and community impact.

**Strategy:**

* We have an inclusive excellence task force that meets to determine the SBE’s strategy in that regard. The next meeting was 8/20/2020. Associate Dean Mike Visser leads the task force. We will be looking at extending membership to it.
* Inclusive excellence will also be a major theme in the strategic and vision refresh exercise that Dean Coget will lead this year, involving all relevant constituents: faculty, staff, students, community members.

**Initiatives:**

* Creation of a student ambassadors program composed of 1st generation college students to mentor 1st generation freshmen.
* [WISP](https://sbe.sonoma.edu/news/wine-industry-scholars-program-awards-150000-first-generation-university-students) (Wine Industry Scholarship Program) to support children of wine workers, many of whom are LatinX and/or first generation college students: $700,000 / 71 scholarships awarded to date - $3 million total funding.
* Development of additional scholarships for underrepresented, especially black students, who are interested in working in the wine industry (partnership with the Napa Valley Vintners Foundation and the United Negro College Fund to welcome Black students from across the country into a wine business-focused career pathway at SSU, conversations with O’Neill Vintners Association, Foley Family foundation and others for additional scholarships)
* Partnership between the Wine Business Institute and the African-American Vintner Association to advertise scholarships and enhance mutual visibility
* Work with Dr. Griffin-Desta to facilitate “Brave Space” conversations among faculty, staff, and students about racial inequality and white privilege, so as to help change the status quo.
* Professional development workshops for faculty and staff to increase awareness and competence around issues of diversity, equity, and student success.
* Cultural competency survey
* Equity Gaps Dashboard to monitor data so as to eliminate achievement gaps in the SBE
* Discussion about how to ameliorate the SBE climate in general, especially as it relates to women and minorities.
* Student demographic awareness campaign. Include summary statistics on first-gen, URM, Pell eligible SBE student population in social media, hallway and office slideshows, and bulletin boards to simply raise awareness of the diversity among our students.

**School of Education**

<http://education.sonoma.edu/about>

The mission, vision and core values explicitly state “We are committed to equity and access in education for all.” On the school opening on August 17, we started with a call to action for faculty and staff to develop department level action plans to answer, what more can we do?

**Strategy:**

1. Invited speaker, Juan Felipe Herrera. Opened by sharing thoughts on dialogue, sharing stories and having compassion. How do we engage in these discussions by sharing our own stories and experiences?
2. Department meetings will follow up on specific plans for looking inward at our anti-racist curriculum in teacher preparation. Next steps for each department will be communicated by each Chair in Council of Chair/Leadership Meeting
3. SOE will conduct a common read- Bettina Love, We Want to Do More Than Survive. The school will engage in a common read and find ways to thread into our framing for anti racist education in teacher preparation.
4. Dean Alamillo will also extend the common read to student, teacher candidates. In early September, Dean Alamillo will hold a student forum with the Associated Students school representative. The question, what more can we do, will be presented to students and get feedback from students.

**Initiatives:**

1. **Residency Teacher preparation-** North Bay Teacher Residency. This pathway has a goal of increasing racial diversity in the teaching profession.
2. **PUERTA**- <https://education.sonoma.edu/programs/puerta-project> <https://news.sonoma.edu/article/more-hispanic-teachers>
3. Chancellor’s Office Residency Scholarships (Fall, 2020) Provide funding for teacher candidates to be successful in the residency program (financial support for retention efforts of diverse candidates)
4. Culturally sustaining pedagogy threaded in three Basic Credential Programs
5. Early Childhood Major addresses issues or race, language and culture (evidence in syllabi citing references)

**Science and Technology**

**Initiatives:**

The SST strategic plan includes strengthening programs that support BIPOC students (MESA, LSAMP, etc), diversifying faculty, workshops to support diversity and inclusion. The current programs support the participation, retention and recruitment of underrepresented students on campus.

**MESA** - <http://scitech.sonoma.edu/mesa> - has grown to 110 students

A **Genentech grant** application (submitted Aug 10) to support MESA with increased Peer Mentors and online resources to help BIPOC students with soft skills for student success from their orientation to SSU to their job search as they prepare to graduate.

**LSAMP** program <http://scitech.sonoma.edu/lsamp> - supports participation of underrepresented students

**Women in Tech** - <http://scitech.sonoma.edu/wit>

**Sonoma Mountain Connection** - new program to give underrepresented students in STEM early research experiences, <http://scitech.sonoma.edu/college-beyond/sonoma-mountain-connection>

**TIPS towards Justice** - new NSF grant in Math and States:

*Transformative Inclusion in Postsecondary STEM: Towards Justice (TIPS Towards Justice) aims to increase the participation and success of Latinx students in STEM by transforming STEM department cultures to become truly “Hispanic-Serving.” Starting in the Math and Stats Department followed by other STEM departments, faculty will develop, test, and publish a two-year departmental pathway that will address persistent marginalization and underrepresentation of Latinx students in STEM—a necessary step if the talents of a growing Latinx population are to benefit the country. The Pathway will comprise: (1) workshops and exploration regarding factors contributing to Latinx underrepresentation in STEM, including stereotype threat and implicit bias; (2) introduction to culturally responsive pedagogies; (3) collaborative implementation of these practices in gateway STEM courses via Lesson Study; (4) review of institutional barriers and STEM students' connections to campus resources; and (5) implementation of High Impact Practices to increase student sense of belonging in STEM fields.*

**Gender Bias STEM** - new NSF grant for Matthew Paolucci and Lynn Cominsky - joint SSS and SST*.* Across a three-year program, we will develop, evaluate and disseminate two educational modules designed to be infused into STEM professional development/ethics courses. Drawing from social psychology research on gender bias and sexual harassment in STEM, the modules’ objective is to expand traditional ethics training beyond ethical research practices to encompass ethical behavior among fellow researchers. Modules will be piloted at SSU and then disseminated using STEM-Net to other CSU campuses with an eventual goal of nationwide dissemination.

**Social Sciences**

The School of Social Sciences has embraced this challenge with enthusiasm and purpose. It was announced at the Opening School Meeting that one of our strategic priorities for the year is to create a coherent, action-oriented response to BLM and social injustice. We are currently putting a task force together made up of faculty and students to come up with a set of recommendations. Here are the initial ideas from the Department Chairs:

**Curriculum**

1. Do an inventory of what we already have: Curate a list of courses with specific focus on social/racial/environmental justice.
2. Develop an Interdisciplinary Certificate in Social Justice that draws on existing courses with action oriented curriculum (see bullet point 1)
3. Engage faculty in exploring ways to expand or highlight social justice aspects of their courses. Focus on introducing diverse voices and the study of racial injustice into the curriculum. Perhaps develop an affinity group for faculty to share ideas and best practices.
4. Enhance our use of Critical Race Studies (formerly Ethnic Studies) GE overlay as a springboard for courses focused on social justice-related courses
5. Work on getting Social Science courses approved for new Critical Race Studies GE overlay
6. Weaving Social Justice throughout the curriculum: Create a social justice component of FYE or SYE and link to Department capstone/senior seminars with social justice focus. Students leave SSS with a depth of knowledge about social justice and social action as well as a set of skills that they can take with them into the workplace. They will be prepared to go out there and make a difference.

**Events**

1. Organize a Social Justice Mini-Conference with student and faculty research being presented.
2. Maintain/enhance Social Justice Week to include more departments, more events, and greater participation.

**Research**

1. Support student and student-faculty research focused on social/racial/environmental injustice with small grants and fellowships
2. Incorporate a social justice/racial injustice component into the SSS undergraduate research program.
3. Devote RSCA funds to interdisciplinary research on anti-racism and racial/social injustice. Encourage faculty to work across disciplinary boundaries to explore solutions to structural and systemic racism.
4. Create small awards for student papers, etc., on social justice/BLM. Reward and recognize work that students are doing to find solutions to structural and system racism.

**Faculty Development and Faculty Voice**

1. Craft a school response to BLM, not just a Dean’s response.
2. Engage our students of color to participate in our schoolwide action response to BLM
3. Encourage faculty to participate in the Academics for Black Lives online workshop
4. Craft a statement valuing diversity work in academic personnel reviews: The school will draft a statement of our commitment to value the hidden labor of faculty serving our diverse student body and contributing to an inclusive climate, and supporting anti-racism through research, teaching and service. Departments will be expected to use these guidelines when reviewing contributions to diversity in personnel reviews. (taken from the UCI plan)

**University Library**

**Initiatives:**

 Equipment lending program

 Digitization program

 (More to be added from Smartsheet)

**Summary**

In review of the programs offered in the Office of Community Engagement, there are potential areas where there may be some overlap or where the school initiatives could partner with the programs offered through this office. For example, in the School of Business, there are plans to collaborate on “Brave Spaces” with Dr. Griffin-Desta in order to address White privilege. In Arts and Humanities there will be spaces that do not place the burden on faculty of color but instead look widely at faculty expertise to widen the discussion. These are thoughtful approaches in moving forward.

There are common themes crossing all schools. For example, the common theme of inclusivity and equity provides a lens for specific programs in each school. As outlined below, each school has identified programs which address the recruitment and retention of underrepresented students on campus. For example, in Science and Technology, programs such as MESA and in the School of Education, PUERTAS, both address how to recruit and retain Latinx math and science students to enter the teacher pathway. This is just one example of common threads between schools.

In moving forward, faculty input and support is key to addressing these issues. Fall 2020 started with receiving faculty input on developing actions plans. In Social Science, specifically, faculty and voice and input is key in developing and crafting a Black Lives Matter statement with student input as well. Faculty will engage in BLM academic workshops and begin crafting statements for the retention and review process.

In review of all strategies and initiatives, it is evident that all schools are taking specific steps in addressing the racial injustice in our country. All demonstrate faculty voice in crafting statements, actions steps and future planning. It is clear that the work has begun in all the schools and will continue as the year progresses.