

*The diversity they bring to our campus teaches us all,
and is the key to a bright future.*

***Listening to
Students of Different Cultural Backgrounds***

Student Perspectives.....	2
Information and Campus Resources.....	13

**Listening to
Students of Different Cultural Backgrounds...**

“All people of Latino background want a better future for themselves as well as family. Hardworking, dedicated, and focused describes Latinos.”

—Latino (Mexican)

“At times it could be challenging because you don’t know if someone is judging you on your race or not, but for the most part it is not bad.”

—African American, 18 years young.

“I was thrilled to find other people (professors and students) that speak Italian.”

—Italian/21 yr. old/female history major/commuting student

“I enjoy being mixed because I feel I fit in with the diversity of the college.”

—New to college, mixed, 18, female, living at home & joined a sorority

“Being a student who is Hmong and is a first generation college student, there are a lot of pressure to do well and graduate college with a degree and have a career set.”

—Hmong and first generation college student

“I love CSUS. It’s been great. No complaints. I love how there’s a Middle Eastern food place on campus. Tastes like home.”

—Middle Eastern, 19, Muslim

“Being Asian, we are seen as the smart ones. The ones that have everything figured out already. We are pressured to do well because of our ethnicity.”

—21, Chinese, Male

“For myself I enjoy the experiences I have gained at CSUS. People are friendly and welcoming.

I have taken an ethnicity class and really enjoyed it. However, while being in the class people tend to judge me because I am white and wasn’t of a different ethnicity. It was very uncomfortable.”

—white female 23

“I am half Indian and half white. I come from two different cultures.

I like that school is very diverse. There is a lot of different cultures that are on campus. The campus is very good at portraying/accepting different cultures.”

—21 years old half Indian/white

“I love being a Pacific Islander and sharing what I am to other people.”

—female, pacific islander, 24 years old

“I’m just a student who happens to be Hispanic. Perhaps there might be some subliminal prejudice that I have foreseen, and the opportunities are different for me than other people because of my citizen status.”

—an 18 year old Hispanic freshman

“The only difference I think there is that our families expect something great out of us when going to college. For instance becoming a doctor or engineer compared to doing business or other majors.”

—Persian

“Based on my culture, I seem perfectly fine academically on campus and it does not affect my environment. Whether it be in a classroom or not. CSUS is a friendly and approachable campus.”

—18, Guamanian

“There are not that many other Indian people.

Everybody loves me. (I like that) People remember me a lot easier. (I don’t like) Racist Indian people.”

—Indian

“I thought people here would be mean and I would be left out but I was proven totally very wrong.

The people at campus are nice and help comparing to H.S.”

—Punjabi. Female, 18

“Being black really makes me feel like there are many odds against me to try to keep me down but I just wake up everyday knowing that I want to make difference in my life and my families life.

Something that I notice is that people really take stereotypes into their daily lives.

I like how csus has many different nationalities and backgrounds. It makes me want to know where people are from and how their stories are different from mine.”

—I am a native American and African American student. I am 19 years old and a challenge for me was playing rugby and trying to keep my grades above a 3.0 and I did it.

“Sometimes people come up to me and ask me what ethnicity I am and I tell them that I am Hmong, they ask me where is that from? I tell them that we don’t have a country but we are from China and Laos.

There are many different ethnicities on campus and I see it everywhere I walk to. Im not afraid to show who I am to the world, I am proud as a Hmong Woman....”

—I am a female student, my ethnicity is Hmong. I am a first year at the age of 18. I am an average height.

“Coming from a mexican-american background and attending college is a great accomplishment in my culture. But yet at the same time it is looked down upon if you are a woman because if you have old fashioned and traditional parents they see it as you don’t need to get an education.

Well, personally my parents wanted me to go to college because they want me to be able to provide for myself and not have to rely on a man to get ahead in life.”

—Mexican-American, 18 yrs

“Unfortunately, I feel it is a benefit. I do not like thinking/knowing I have advantages being a white male that others do not, but that is the sad truth.”

—24 yo white male

“Society says people of my demographic are confined to a low standard of performance, however everyday I work at cracking that glass ceiling. By the time I graduate, I will have shattered it.”

—a female, 21 years old, Black/Hispanic

“It hasn’t been difficult at all. My ethnicity, age, and race have not interfered with my life as a student.”

—Mixed race (Scottish/Irish/Pakistan/Afghani) 22 years old, female

“One of my experiences at CSUS was that in my...class, my professor would point me out because she knew I was Mexican. When she would say something about my culture, she would say ‘right, the Mexicans do that, (name of student)?’”

—Mexican

“I feel that its harder to join certain groups with my type of background.”

—Being mixed (black, mexican, native American) in a school that seems mostly white is a tad intimidating

“I don’t really find my culture a drawback or challenge. I have embraced my ethnicity in every way.”

—Japanese/Mexican/18

“It is nothing special. I am sometimes looked down upon for past historical events.”

—White/19 years old

“It seems that Asians are viewed as the smarter groups in campus, although that does not impact me greatly.”

—Asian American – 18 – New to College

“I think it’s great to be a student with this culture. Education hold a very important part in our lives and especially our parents. So, we strive to excel no matter what.”

—Asian Indian (east Indian/Punjabi) 23 years old female

“Complicated. It is a constant battle of cultural values, homework and an effort to explain/rationalize every decision I make.

I have forced myself out of my comfort zone in order to succeed as a student. Breaking cultural norms like leaving home in order to secure a better future for myself. It’s hard not to lose sight of the person you once were during the journey to the person you want to be.”

—a hispanic female

“It’s honestly a little challenging being white at this school because people make assumptions about who I am, or what I do...but I realize it happens to everyone.

I’m taking an intercultural class and when the subject of race/ethnicity comes up, it gets awkward.”

—White female

“It’s very limiting. Often times in classes I am looked to as the spokes person for a particular demographic with little support from teachers.

(I don’t like) The lack of knowledge about diversity. Cultural sensitivity often means cultural avoidance. In an academic institution is the best place to facilitate meaningful conversations about race, gender, sexual orientation. The opportunity is often lost.”

—black female, dyslexic, returning to college

“More challenging being perceived as many stereotypes (that) describe Latinas.”

—19-year-old-Latina

“There’s nothing particular I like to share other than my race & cultural background. It is both a challenge, and something that you embrace because the goal is not to always fit in. You should be your own person and fit out.”

—Asian Indian

“Pretty hard. I feel as if people who are white and rich can join frats and not people of color.”

—First year, Latino, first generation, full time

“There does not seem to be many students who identify the same way I do. Also, there are few aspects of the campus that are representative of my culture. Many of the professors from my department are mostly of one dominate culture.”

—Mexican/White

“Overall the experience has been good and I have been privileged to receive an education and learn things I could never learn anywhere else. There have been a few classes though that I found extremely offensive toward my race. Namely, History where I felt discouraged completely and even mocked for being a Christian as well as Caucasian. Aside from that class, CSUS has been a positive experience.”

—white, 24 year old male

“It is interesting to compare how I am viewed & treated in comparison to my counter parts. I also learn a lot from the diverse cultures around me.

I have noticed in my social work groups at school how I am 95% of the time the only Indian and the 5% there is another Indian we are complete opposites.”

—A 21 year old East Indian Male

“Difficult at times dealing w/stereotypes & expectations but also easy. Sometimes expectations are high, sometimes they’re low.”

—3rd year Black & Filipino Female from Santa Clara

“For the most part people are very inviting and welcoming. Just because I look different & wear a scarf doesn’t mean I’m sheltered or oppressed. I chose this. This is me & I like it.”

—Muslim/American/Algerian/Woman

“Being a Chinese male student here, I feel like the campus does not take into consideration the Asian Culture what I mean by this is that being a part of this generation, which Asian countries (like China & Japan) are dominating the economy & CSUS has failed to notice that. Evidently, there is an underwhelming amount of classes regarding/relating to the above cultures that are offered here on campus.”

—19, 1st year, Male, Chinese

“It’s great. Being a young African American student is something that I take pride in because it isn’t as relevant as it should be.”

—an eighteen year old African American

“Culture clash, writing challenge, biased info of middle east.

(I like) debates with my teachers (and) learning new points of view.”

—Middle Eastern

“Very high standards, coming from Asian descent. Minimal room for mistakes.”

—Asian female

“As a white male who is middle class, people assume that I am ‘white privileged’ and that I don’t need any help.”

—White, male, 19

“I fit right in. There are so many Asians.... I am not as smart as the rest of them.”

—Vietnamese

“Certainly a different culture than where I come from, but wouldn’t consider it a negative thing.

I’ve been able to participate in leadership, and fought to have a prayer room here at CSUS.”

—Arab American/Muslim

“Pretty decent. I get to know my culture’s language and learn about where my roots came from and compare it to my experience born and raised here in the U.S.

The college life is wild: crazy parties, wild sex, and excessive drinking. These things are completely different from what I learned about my culture. I’m suppose to be a conservative female, learning how to be an obedient wife for my future husband....”

—22, Vietnamese Female, 2nd generation, born in U.S.A.

“In my perspective (being Mexican) I am very proud & honored of who I am.”

—Mexican 18

“I honestly am able to embrace my culture here. I am active in a filipino club and even aside from that I feel welcomed. It isn’t difficult, in fact I learn more about my culture here.

I would like to share that being involved in organizations or clubs that are affiliated with your roots is an amazing experience. I recommend everyone to be involved. It has made my first year of college worthwhile.”

—Filipino/female/19 years old

“Comfortable. Knowing there are many muslims around with variety of backgrounds.

(An experience I would like to share is) learning what people think of muslims, and in my terrorism class students had a negative look on muslims.”

—American-Muslim

“It gets pretty hard to sometimes admit that I don’t understand a material. I feel as if like other students expect me to already know the material.”

—an Asian American

“Being Japanese gives me a completely different perspective. I’ve had to learn how to be an ‘American’ by speaking without raising my hand or be extremely talkative, just so I won’t miss any participation points.”

—Male, 25, Japanese, Senior

“Being a Filipino here is actually interesting. I love meeting fellow students who are also Filipino. I think that my ethnicity bring uniqueness to the school.”

—Filipino

“Sometimes when it comes to specific circumstances people might make me feel uncomfortable. The way I look is offensive to other people and they create stereotypes. Some people are disrespectful and do not help at all.

Professors sometimes pay more attention to other students just because of the way they look.

Majority of the students and professors are very friendly with people from all over the world. People from different countries.”

—22 years old, Mexican, from small town, learning English

“To me, I feel like it is pretty normal being a student here with my demographics. Nothing pretty out of the blue

I like all aspects of sac state ☺”

—Culture –Basque, Age – 21, Male

“It is hard to step out of the sphere you are placed in from the perspective of other people.”

—Asian, Hmong, 21, Female

“A lot more responsibilities than most young girls. We are more pressured at many things, including our personal lives. However, not all Asian parents are like this.”

—Asian

“Sometimes I feel like there is more expected from the white race than others. Some teachers expect more from the white race and sometimes favor others more.”

—white 20 year old female

“My experience has been alright. There is diversity, but there does not seem to be a lot of Vietnamese on campus. Culturally it does not appear to be visible to the public as much as the other ethnic groups.”

—Vietnamese/Female/21/3rd year

“It is at times frustrating. Many times professors assume because of my race I am stereotypically shy. I believe this makes it more awkward to deal with or get to know me. I understand this behavior may not be intentional however I feel there can be something done about this.”

—Asian

“As a Chamorro, I feel that not only my culture but all Pacific Islanders are not represented enough. We tend to be grouped w/Asians; however, we are very different culturally.”

—Chamarro (Pacific Islander)/Filipino, Catholic, 1st year

“I feel fine being a mixed race student on campus because it is diverse.”

—19 years old black, white, hispanic, Hawaiian, Portuguese

“In my culture we have a lot of responsibilities, not that other people don’t, but as a girl from my culture there are a lot of things that are expected from us. Whether its education, job, housework, babysitting and etc.... So our education is very important and over here at Sac State we must really focus.”

—Hmong

“It’s pretty good to be a student with that perspective here. I know, shocker. Not much trouble for this demographic.

I like that CSUS has such a diverse campus. Where I come from, my hometown, we don’t really have much in the way of diversity, and the way CSUS integrates all people is nice.”

—white, male, straight, 19

“Because I was born in the Philippines I have a very different perspective than a lot of other people. I am not entirely ‘FOB’ but I’m not completely Americanized either. I’ve learned to stay rooted with my culture, but at the same time, I learned the norms of Americans. That being said, the diversity of the campus reinforces who I am as an individual. I’m exposed to different kinds of backgrounds, so I know to be appreciative of my own when I see others in distress.

I’ve become more appreciative of how supportive my family is because I’ve met so many who don’t even acknowledge them.”

—20 year old filipina in her 3rd year in Sac State

“I am open-minded to people from different backgrounds because I would like people to be open-minded about my background. Also I feel very welcomed at Sac State because of the diversity and respect everyone has.”

—a 19 year old Arab female

“Sometimes it can be challenging, but here @ Sac State it’s not that bad.... The resources and people here have helped me out tremendously.”

—Multiple ethnicities

“Being a minority discourages with people.

I notice there are a lot of students who are latino and white, with me being a minority theirs hardly any common ground.”

—No student specifics given, other than what is stated above

“Sac State does a well job welcoming students from every culture and background.

I made plenty of new friends and got to experience a great time being here.”

—Age 18, Russian, Female, Freshman, low income family

“I feel like I am a minority in Sacramento State. With my race, I feel like nobody gives me a chance to speak out for when I have to say something. Asians are known as the ‘silent’ ones.”

—Asian Pacific Islander

“Feel comfortable, this school is very diverse. Campus was easy to get around as a new student. I like that they have a prayer room for Muslims.”

—19 years old/Middle Eastern

“It’s cool, there aren’t many Chinese people in the Sacramento region/sac state that I know. There are more of different Asian ethnicities—cool to meet a fellow Chinese person.

I felt connected to the Chinese pottery soldier/warrior that was on the 3rd floor of the library.

I’m pretty Americanized so I acknowledge my ethnicity but at sac state, I’m another individual/student pushing through college.”

—a female Chinese American that is 23 years old.

“I think it’s awesome to be this race and going to college. I love sharing my culture with other types of races. It makes me proud to be Filipino.

When I entered Sac State I didn’t know anything about my culture. I didn’t know the common stereotypes or anything. I decided to join Samahung Pilipino to meet new people. In my two years of joining that club, I’ve learned a lot about the culture. I even participated in traditional dances. That club made me a better person.”

—Filipino

“Latina: Being part of a minority I’m expected to downplay my culture in order to fit in. People think that I’m ‘exotic’ or ‘interesting’ when they talk about me. The only thing they focus on is how I got to college, when it’s expected of me to become pregnant and drop out.”

—Latina / 19 / First generation college student

“Being Laotian and having a collective culture, my family always taught selflessness, love, acceptance, and open minded. Coming specifically to Sac State and its diverse cultures helped me understand other people and they’re backgrounds. It was tough at first because my beliefs and values were challenged, but in the end I became a more understanding person.

You won’t find better culture and diversity than at Sac State. There’s so many beautiful and amazing people on campus, with most people being adaptable. There’s great organizations that reach out to help others, as well as programs to help students with various challenges.

I feel as if some students and teachers sometimes overlook the background/cultures in their classes. The writing styles and communication styles differ and we need to be more adaptable.”

—21 years old, Laotian, first generational.

“Being a first generation Hmong student and experiencing other perspectives on the same situation as me is really eye opening. I am interested in how everyone got here and where they are going.”

—Hmong

“Multicultural upbringing. Challenges are not feeling like I belong to any group & never meet anyone like me.

I love how multi-cultural CSUS can be. I can feel the diversity on campus & I know I’m a part of that.

I do get positive social responses from young people as I speak several languages.

Fraternities don’t talk to me cause I’m not white.”

—American/Persian

“I just really get surprised when I meet another Native American student.

I really like the diversity here on campus. It is really awesome because it gives students a chance to become friends and possibly educate themselves about different cultures.”

—23, Male, Native American

“I’m pretty new to this school so I have not been around as many people as others have. Many people do assume since I am white and an athlete that I have a lot of money or I am privileged. I do have a good life, but have went through many obstacles to overcome the problems I’ve had in my past.”

—White, 20, Depression + Anxiety, Athlete

“Race wise nothing is different, this campus is so diverse no one notices or cares about my race.

I love the international students and being able to meet these people I would have never met had I not dorned at Sacramento. Now we’re so close, we’ve planned trips for this coming year.”

—a 22 year old Mexican/American Indian/White Woman, transfer student.

“Being a Black Muslim in a white Supremist Christian world can be a challenge but I seek to bring a new ‘perspective’ to this campus on Islam. I believe the classroom is everywhere so if I’m able to be a teacher in the midst of my student sojourn I can better help and heal the society we live in. In the end its all about Peace and I believe we should live our lives according to this standard.

I would like my school to get acquainted with the beauty of being a Muslim. Those who know the faith and truly practice the faith are not violent, hate mongering people. Because of this, I hope my character as an upright individual will be a testament to what Islam is all about and hopefully it will cease the conceptions people have on the faith.”

—Black Muslim, 24 yrs old

“In the Hmong culture, it is a collectivistic culture in which we Hmong people must invest our time for family gatherings/events as well as invest time in our academics, job, family roles, and in some cases, not in ourselves.

Fortunately, professors cancel class or make it not mandatory for students to fly home for break. Very thoughtful.”

—Hmong, New to College, 18 yrs old, female, straight, wears glasses

“My experiences of being a black man has been hard. I am looked at as being uneducated & a person here for financial aid. I don’t even receive financial aid.”

—Black, Male, 23 years old.

“Being a student at CSUS and coming from a Mexican-American culture and having the age I have seems very normal to me. Even though at times it does get a bit difficult because my parents are very traditional and old school so they are accustomed to having women in their family being home, so I sometimes feel pressured in having to go home even when I know I shouldn’t because I have lots of homework to be done.”

—Mexican-American, 18 years old

“I have never experienced discrimination due to my sex, religion, or race since my start here. I have been exposed to a diverse range of nationalities cultures, etc. and being a person of color myself, I appreciate the multicultural atmosphere.”

—Female, Muslim, Arab, Freshman

“Armenian-American: No language barrier for me however tradition & culture doesn’t encourage us to continue education after High School so it’s more challenging communicating @ home then it is on campus.”

—28-Year-Old Armenian-American Woman

“I would love to share the...experience: Being a proud, educated, and equal black student at sac state. So many places can be so discriminatory but sac state does a great job of spreading equality to all groups.”

—No student specifics given other than what is stated above

“To be a Latino and a full time student at CSUS means a lot to me because it symbolizes a new era for my people.”

—Latino-Hispanic Male

“I love being a student here! Sac State has really opened my eyes to how diverse the world is and how many different types of people & cultures there are. I think being multicultural is amazing, it allows me to look at things from different perspectives and learn more overall.”

—a multicultural 18 year old female

“With being Indian, there comes a lot of expectation. From your family with having good grades, a stable job or with starting your life. Many Indians often go into the medical field, computer science or business. So I have also noticed that my parents want me to try my hardest at school no matter what the case.

I haven’t experienced that much within my perspective, being a first year and all but I have seen that my judgement of Indians are correct.

Everything has been going good so far. Thank you”

—Indian, female, nursing major, 18

Students from Different Cultural Backgrounds

The last *Sacramento State University Fact Book* reports the following with regard to ethnicity at this institution:

All Undergraduate Students – Profile Fall 2016

8,441	Latino
7,610	White/Caucasian
5,816	Asian
1,602	African American
1,764	Multiracial
777	Foreign
216	Pacific Islander
89	American Indian
1,561	Other/Unreported

of the 27,876 total undergraduate students enrolled.

In the last *Campus Climate Survey Report* (Fall 2016), the Office of Institutional Research, Effectiveness, and Planning offers the following findings from a survey to a sample of all students here at Sacramento State:

In their classroom experiences...

38.4% of the students responding to this survey reported that they often or very often discussed issues in their classes related to race/ethnicity, and

63.1% felt highly or considerably comfortable discussing and debating issues in their classes related to race/ethnicity during the last year.

81.0% students reported that they strongly agree or agree that their professors are equally encouraging and responsive toward both non-minority and minority students.

In their personal experiences...

7.2% of the students responding to this survey reported that they very often or often have personally been harassed or discriminated against on campus based on race/ethnicity, and

13.6% very often or often have seen or heard insensitive or disparaging comments, behaviors, and gestures toward others on campus based on race/ethnicity.

43.6% of the students responding to this survey strongly agree or agree with the statement that they have a thorough understanding of how to officially report racist or other discriminatory or offensive behaviors, and

57.1% strongly agree or agree that they would feel comfortable doing so.

In their interaction with others...

61.8% students report feeling highly or considerably comfortable discussing racial/ethnic issues with other students, and
 46.8% with faculty,
 44.4% with staff, and
 38.2% with administration.

81.0% of the students responding to this survey report feeling highly or considerably comfortable interacting with faculty, staff, and students who are different from them on the basis of race/ethnicity.

66.4% of the students responding to this survey strongly agree or agree with the statement that at Sacramento State, getting to know people of different racial/ethnic backgrounds has been easy.

44.4% would strongly agree or agree with the statement that people at Sacramento State tend to stay within their own “clique” or racial/ethnic group. Some students report that they have very often or often experienced pressure from members of their own racial/ethnic group on campus not to date members of other racial/ethnic groups (4.1%) or not to socialize with others outside of their racial/ethnic group (2.5%), or exclusion by their own racial/ethnic group on campus because they chose not to participate in campus activities related to their own group (4.2%).

In their learning and involvement on campus...

47.3% of the students responding to this survey have very much or much interest in issues related to race/ethnicity, with

14.8% very much or much actively involved (organizations/events volunteer) in issues related to race/ethnicity.

35.2% students say they very frequently or frequently have opportunities for structured dialogue (e.g., workshops, training, seminars, etc.) about issues of race/ethnicity within the university, and 33.8% report the same within their major.

In the importance they place on diversity...

69.9% students report that they feel Sacramento State currently places high or considerable emphasis on promoting an appreciation for a multicultural society on campus, and 78.1% also feel high or considerable more emphasis should be given to this.

56.2% would say the same regarding an emphasis on an international community on campus, and 74.2% also feel high or considerable more emphasis should be given to this.

83.5% strongly agree or agree with the belief that “a diverse campus community enhances the educational experience of all students and the professional experience of all faculty and staff.”

What We Can Do

We are a university whose stated values include “diversity and inclusion,” and whose mission is to “transform lives by preparing students for leadership, service, and success.” Strategies to accomplish this include the need to “support and provide opportunities for increasing students’ civic and global knowledge, experience, and perspectives” and “promote university expertise, programs, collections, and curriculum that represents commitment to a diverse campus community.”

This means we are committed to increasing our students’ ability to live and work effectively in a diverse world and participate thoughtfully in our democracy, as well as honoring diversity in our classrooms and out on campus. All of this calls for better understanding of cultural differences.

This means we have a responsibility to teach students and learn more ourselves about diversity. The more we know and spread our awareness, the better we prepare all students for a multi-faceted workforce and global market, and more productive citizenry in a multicultural society. The more we encourage appreciation of cultural differences, the better able we are to help students of different cultural backgrounds to feel more welcome on our campus, and help our institution to achieve the very finest of all that diversity offers.

Understand the Value of Diversity

Diversity strengthens us and our institution.

Cultural differences can deepen our understanding of the world and increase our knowledge base, enhance our experiences and our lives. Research tells us that diverse groups and organizations typically show greater critical thinking, creativity, problem solving, decision making, openness to new ideas, and greater adaptability to change and challenges—but only when members learn to better understand and communicate with others different from themselves. The more we grow in our understanding of diversity, the more we capitalize on these benefits in student groups, campus classes, departments, committees, programs, services, organizations, and, ultimately, our university as a whole.

Diversity deepens our students’ learning and expands their minds.

Sacramento State is the 7th most diverse university west of the Mississippi. Our students bring different cultural backgrounds that enhance the learning experience for all. Such differences can enrich and enliven academic discourse, and raise interest and engagement in group work. When students are exposed to diverse views, values, and life-worlds, this may broaden their perspectives, give them new ways to think about and see things, heighten their empathy for others, and bring to their awareness inequities and social justice issues.

Diversity sets our students up for future success.

The United States is one of the most culturally diverse countries in the world, California is one of the most culturally diverse states therein, and Sacramento is one of the state’s most culturally diverse regions. Our students can benefit greatly from learning about others different than themselves in order to interact more constructively in their personal as well as professional lives. Cultural competence is essential to successfully working with, leading, and serving different people and groups in our workforce, nation, and global economy. As human beings, we are fundamentally far more alike than we are unlike, but those differences are there, and warrant greater awareness and understanding.

Teach and Learn About Cultural Diversity

Discuss race and cultural issues openly.

Embrace spontaneous “teaching moments” and planned course lessons about race, ethnicity, and other forms of diversity in your classroom or out on campus. The former types of discussions, which may arise from societal events or issues in the news, can sometimes feel a little thorny for students, yet are also immensely thought-provoking and valuable for students.

Meaningful dialogue about diversity is most likely to occur when: a supportive climate is established, openness is encouraged, respect for others is emphasized, no one person is singled out to speak as a representative of a certain type of group, and everyone understands that feeling a little uncomfortable during such discussions is sometimes a necessary part of the process of learning when it comes to the topic of diversity. While not all course content may lend itself to this type of discussion, more will than you might first realize, and you may find that this new way of approaching the material stimulates even greater interest, thought, and meaning.

Let students teach each other.

When possible, give the space and freedom for students to share their experiences as members of different cultures. Whether as a contribution to the type of discussion described above or as a more formal presentation to the class where a student chooses to speak about their culture (or as a guest speaker to another class or campus group), the information will likely be far more meaningful for students when coming from their peer.

Students can teach themselves and their fellow classmates in ways different and often better than their instructors (and, of course, students have so much to teach faculty and staff, too!). Those listening learn about someone different than themselves, and in a way that helps them to move beyond cultural stereotypes and get to know the other as a person on a deeper level. The students talking get the opportunity to share their pride in their cultural heritage, and may feel additional pride at being given the “stage” to do so. Sometimes, too, when a student is disclosing a more negative experience regarding the ignorance or prejudice of others, they may find this cathartic or even empowering, or feel some sense of comfort when they receive their classmates’ support.

Ensure cultural diversity in course content and campus materials.

Remember that students of some cultural groups, especially students of color, are much less likely to see their culture represented in the course material they are studying—and consider the impact this may have on their learning and sense of belonging in academia.

Use of culturally diverse subject matter, references, and examples in what you teach, clips or slides you show, assignments you give, test questions you write, and reading you assign can provide badly needed connection to what they are trying to learn in class and the place they see for themselves in the realm of college. Such use of culturally diverse material is also better representative of the world and usually a more accurate account of most subject areas, which benefits the instruction of all students. Materials in campus life outside the classroom, too, should show the diversity of human beings.

Understand the power of your position.

As staff and faculty members of an institution of higher learning, we can be powerful forces of socialization for students.

We can serve as role models for how to interact with others different than ourselves by listening openly and discussing fruitfully differences in perspective, and admitting mistakes or shortcomings honestly in relation to cultural diversity and striving to correct and improve upon these.

We can be advocates for students and speak out clearly and constructively against any instance of bias or stereotyping that occurs inside and outside of the classroom or office.

And we can be agents of change and participate in the fight for equity and social justice for all.

Students watch and listen to all that we say and do, and sometimes we forget just how well-positioned we are to teach by example.

Celebrate campus cultural events.

Show up for and participate in the many cultural activities and events on campus all through the year, and encourage students to do so, as well. Students need to see you there, and they, too, stand to gain so much.

These events are good opportunities to learn more about differences, show respect for different cultures, and support efforts made on campus to bring greater awareness of cultural diversity to us.

The Sacramento State Campus Calendar of Events provides listings of upcoming events, including cultural lectures and celebrations:

[Campus Calendar Website](http://calendar.csus.edu/) <http://calendar.csus.edu/>

Learn more.

In addition to learning from the students themselves and campus cultural events as discussed previously, this university offers ways to learn more about and work on research or projects regarding culturally diverse others and social justice issues.

The better informed we are, the better we can serve our many different types of students and teach them about issues of diversity.

The following section provides a list of some of the resources for learning more about cultural diversity available at Sacramento State.

Campus Resources

For further learning and/or collaborative opportunities for students, faculty, and staff regarding diversity:

Multi-Cultural Center (MCC)—

Promotes cultural understanding, inclusivity, and social justice through campus events, programs, and volunteer and personal development opportunities. Students, staff, and faculty can get involved by: reaching out to the Center for collaboration or assistance on the cultural events, programs, and projects you are creating; attending cultural events and programs (as an individual or with your club, class, or organization); recommending workshops and community building events; volunteering in different ways; or just stopping by to learn more about important issues of diversity and social justice. Also offers a welcoming place for students to come in, hang-out, and learn more about themselves and others.

Location: Library 1010

Phone: (916) 278-6101

[MCC Website](https://www.csus.edu/student-affairs/centers-programs/diversity-inclusion/multicultural-center.html) <https://www.csus.edu/student-affairs/centers-programs/diversity-inclusion/multicultural-center.html>

Community Engagement Center (CEC)—

Offers students opportunities to develop the skills necessary to become engaged citizens in their communities in a number of ways, including: Sac State Volunteers (one- or multiple-day service projects held throughout the year locally) and Alternative Break (shorter-term service projects in the community during college breaks), and Service-Learning opportunities and courses (where students can get hands-on learning of their subject of study through planned service projects with organizations throughout the Sacramento region that provide services to underserved and underrepresented populations). The CEC offers instructors information on the many benefits of integrating service learning into their courses for faculty, students, and the community, and the services and resources available to get to started on doing so.

Location: University Library 4028

Phone: (916) 278-4610

[Website for CEC](https://www.csus.edu/experience/anchor-university/community-engagement-center/) <https://www.csus.edu/experience/anchor-university/community-engagement-center/>

Sacramento State Campus Calendar of Events—

Provides listings of upcoming events, including presentations and talks on race, cultural celebrations, and more.

[Campus Calendar Website](http://calendar.csus.edu/) <http://calendar.csus.edu/>

One World Initiative (OWL)—

Offers events and activities to help understand just how interconnected human beings are across the planet and how to take action to make the world a better place for all, each year centered on a chosen theme. Students, faculty, and staff may participate in the One World Initiative each year in different ways, such as attending events or planning events.

Location: Sacramento Hall 234

Phone: (916) 278-5344

[OWL Website](https://www.csus.edu/undergraduate-studies/one-world-initiative/) <https://www.csus.edu/undergraduate-studies/one-world-initiative/>

Dreamer Resource Center (DRC)—

Offers students, faculty, and staff a variety of information and services to support the academic, personal, and professional goals of undocumented students and students with mixed-status families. Students, staff, and faculty may attend the many different Dreamer Resource Center events and informational sessions posted on the Center's calendar. Faculty, staff, and others may also be interested in the Dreamer Ally Training to learn more how to support undocumented students in their college journey.

Location: River Front Center 1022

Phone: (916) 278-7241

[DRC Website](https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/) <https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/>

Martin Luther King, Jr. Scholars Center—

Offers events for the campus community to learn and celebrate culture, as well as a home base of support for students.

Location: Lassen Hall 2201

Phone: (916) 278-2655

[MLK Scholars Website](https://www.csus.edu/student-affairs/centers-programs/mlk-scholars/) <https://www.csus.edu/student-affairs/centers-programs/mlk-scholars/>

Native Scholars and Transition Program (NSTP)—

Offers a program to support Native scholars through the admissions process, and transitioning into and succeeding in college, and plans Native celebrations and events on campus.

Location: Lassen Hall 2205

Phone: (916) 278-6183

[NSTP Website](https://www.csus.edu/student-affairs/retention-academic-success/native-scholars-transition-program.html) <https://www.csus.edu/student-affairs/retention-academic-success/native-scholars-transition-program.html>

Serna Center—

Sponsors programs and events with a focus on the social, political, economic, historical and cultural realities and needs of Chicanxs/Latinxs students and students from other underrepresented backgrounds at Sacramento State, and works to establish a strong foundation that enriches cultural identity and develops a sense of *familia* within the campus. Students may come on in to inquire about getting connected and involved on campus.

Location: River Front Center 1

Phone: (916) 278-7241

[Serna Center Website](https://www.csus.edu/student-affairs/centers-programs/serna-center/) <https://www.csus.edu/student-affairs/centers-programs/serna-center/>

Study Abroad Programs (through International Programs and Global Engagement)—

Offer exciting educational opportunities for students to take courses in another country while earning course credit.

Location: Library 1001

Phone: (916) 278-6686

[Study Abroad Website](https://www.csus.edu/international-programs-global-engagement/study-abroad/) <https://www.csus.edu/international-programs-global-engagement/study-abroad/>

Student Organizations and Leadership (SOL)—

Helps students to get involved in campus life through over 300 clubs and organizations, including those that are cultural.

Location: University Union, Second Floor 2035

Phone: (916) 278-6595

[SOL Website](https://www.csus.edu/student-life/student-organizations/) <https://www.csus.edu/student-life/student-organizations/>

One Last Thing

In the last *Graduating Student Survey Report* (Spring 2016), the Sacramento State University Office of Institutional Research, Effectiveness, and Planning shares its findings of what seniors thought regarding their experience at Sacramento State University. Here is what students on their way out have to say on the subject of diversity and their time spent at the university:

Satisfaction with campus diversity...

77.87% of the seniors responding to the survey were very satisfied or satisfied with the respect for the expression of diverse beliefs.

81.4% were very satisfied or satisfied with the racial/ethnic diversity of the student body.

68.0% were very satisfied or satisfied with the racial/ethnic diversity of faculty.

Their interactions with diverse others...

51.6% of the seniors responding to the survey very often or often had meaningful and honest discussions about race/ethnic relations outside of class with students from a racial/ethnic group other than their own.

48.1% very often or often had interactions where they shared personal things with students from racial/ethnic group other than their own.

19.5% very often or often had guarded, cautious interactions and 9.9% very often or often had tense, somewhat hostile interactions with students from a racial/ethnic group other than their own.

8.2% very often or often felt insulted or threatened because of their race/ethnicity by students from a racial/ethnic group other than their own.

Their experiences here in relation to diversity...

89.7% of the seniors responding to the survey strongly agree or agree that their college experiences have exposed them to diverse opinions, cultures, and values.

14.0% strongly agree or agree with the statement that “there is a lot of racial tension on this campus.”

16.6% strongly agree or agree with the statement that “I have felt discriminated against at this institution based upon my race/ethnicity, socio-economic status, gender, religion, sexual orientation, political affiliation, or disability.”

29.7% strongly agree or agree with the statement that “In class, I have heard faculty express stereotypes based on race/ethnicity, socio-economic status, gender, religion, sexual orientation, political affiliation, or disability.”

The strength of their knowledge of and ability to get along with diverse others...

73.2% of the seniors responding to the survey felt their knowledge of people from different races/cultures was a major strength or something they were somewhat strong in.

92.2% felt their ability to get along with people of different races/cultures was a major strength or something they were somewhat strong in.