36% (the highest percentage) of diversity efforts are events & extracurricular clubs.

12% of diversity efforts are campus resources.

Only 1% of diversity efforts are for awards/recognition.

SSU’s diversity efforts mostly target undergraduate students (38%) and all campus members in general (16%).

Only 5% of diversity efforts target staff
A partnership between Roseland University Preparatory High School and Sonoma State. This partnership ensures that all students at Roseland University Prep will have a space at Sonoma State University providing that they meet admissions requirements. In addition to this provision, Sonoma State representatives conduct admissions, financial aid, student panels, and campus tours for the students.

**East Bay Initiative**

The East Bay Initiative Program was designed to provide outreach to high schools throughout the east bay area. This program exists not only to recruit students to attend Sonoma State, but to promote higher education in areas where minorities primarily reside. SSU representatives and students go out to the high schools to inform students on how to be eligible for admission to the California State University system/Sonoma State University. The purpose is to make college attainable to these students by providing them with information and resources on topics such as: admissions requirements, scholarships, financial aid, and grant information. In addition, mentorship between the high school students and current SSU students who are originally from the east bay takes place. The participating schools are provided with admissions presentations, student panels at the high school. In addition constant communication takes place between the SSU students and the participating high school students, such as reminders of important deadlines, websites and in general to answer questions about the application process.

**Parent Initiative for Quality Education (PIQE)**

A CSU partnership program educating parents of young, primarily Latino, students in the possibilities of a college education. Parents are given resources and information to assist in advocating for their children.

**Sonoma Valley High School Project**

A partnership with Sonoma Valley High School, Sonoma State University and the City of Sonoma service providers to increase low income first generation student enrollment at Sonoma State University. Developed by Dr. Elisa Velazquez, faculty in the Psychology department, the program provides an array of resources for the students. The Office of Admissions supports the program by providing admissions,
financial aid, motivational student panels, and campus tours for the students.

**Diversity Recruitment Prospective Student Outreach**

The Office of Admissions & Student Recruitment at Sonoma State University is actively engaged in multiple outreach and recruitment programs to disseminate admissions information, generate applications and enroll students from diverse backgrounds. The goals of these efforts are to generate a healthy diverse applicant pool and to support campus wide student applicant conversion efforts, ultimately leading to a diverse class of new students enrolled each year.

**Student Diversity Recruitment**

The Office of Admissions & Student Recruitment coordinates several Recruitment and Yield events throughout the year, often time collaborating with other departments, staff or SSU students. Below is a list of events taking place during the 2009/2010 school year: 

- **July** - Marin Education Fund Summer Institute - Partnership with Marin Educational Fund, a week long residential program at Sonoma State University. The participants are 30 identified first generation college students from four local high schools. The program enabled students to experience living on a college campus for a week along with providing intensive college admissions preparation workshops. The program was extremely successful with MEF and led the way for our next venture with MEF, "College Student for a Day." - **9/21-9/24** - Higher Ed Week-Lake & Mendocino Counties - Partnership with UC Office of the President, LCOE, MCOE and SSU to promote higher education as part of the College Going Initiative in these counties trying to make a change to a college going culture. Week long intensive recruitment event presenting CSU/SSU info as well as Application Workshops and evening parent presentations. - **10/9** - SSU Counselor Connection Workshop - Offered to specific local area High School & Community College Counselors, maximum capacity of 100. Two tracks of workshops specific to student group providing updated admissions information as well as information about specific SSU programs. Focus on assistance for first generation college students - **11/18** - Marin Ed. Fund-College Student For A Day - Group of first generation prospective college students will be visiting SSU, participating in a mock lecture, taking a campus tour, and listen to a panel of current SSU students discuss their experience as a student of color at SSU - **12/11** - West Angeles COGIC Overnight Visit - Students will be bussed up from Los Angeles to spend the night with current students, attend information sessions regarding admissions, housing, EOP, etc. - **2/20** - Adelante Jovenes, Lake County - Provide a workshop to Latino migrant students in Lake County regarding how to prepare for admissions to Sonoma State. Current SSU students (Lambda Theta Nu & Nu Alpha Kappa) will provide a student panel to talk about the "trials & triumphs" of going to college as a first generation college student. - **3/15-3/26** - Diversity Phone Campaign - Students from the various ICC clubs/orgs are invited to call all students that identify
themselves as a student of color. Any faculty/staff would be invited to participate as well. Hosted and supervised in the Office of Admissions from 6-9pm for three weeks - March 27 - Latino Family Summit - Office of Admissions & Student Recruitment works with Lambda Theta Nu & Nu Alpha Kappa to present workshops for students, Admissions presents workshops for parents regarding importance of higher education, financial aid, cultural empowerment, and leadership. Goal: 250 participants Program is done entirely in Spanish. - 4/17 - East Bay Sleeping Bag Weekend - Invite students from the East Bay Initiative target schools for an overnight program during Seawolf Day. SSU students will host. - April - YBS Sleeping Bag Weekend - YBS Weekend: Invite students from the Los Angeles Young Black Scholars Program to an overnight program consisting of workshops and student panels. Ask SSU students to be hosts - 5/15 - Black Family Summit - Saturday of workshops with different tracks for parents and students. Families invited from Sonoma County, Armijo, Vallejo, Hogan, and Eastbay Initiative schools. Provide three buses

2005 Teacher Diversity Project

More than 250 middle and high school students attended the 2005 fall conference of the Teacher Diversity Project held at Sonoma State University on Dec. 2. The conference was specifically aimed at recruiting future teachers from area middle schools, high schools and community colleges, especially those for the fields of math and science. Attendees came from many local schools, including Santa Rosa High, Analy High, El Molino High, various Windsor high schools and the Cali Calmecac Dual Immersion Charter School. - At the event, representatives from SSU admissions and financial aid offices, as well as the School of Education and Academic Programs, provided key admission information related to teaching careers.

SSU Targeted Recruitment

A number of college fairs or programs on the recruitment and outreach travel schedule are selected in large part due to the richness of their student diversity. The following programs target diverse or underrepresented populations: CAL-SOAP - prospective low income first generation students, AMERICAN INDIAN MOTIVATIONAL DAY - prospective American Indian students, NATIONAL HISPANIC COLLEGE FAIRS - prospective Hispanic students, BLACK COLLEGE EXPO - prospective African American students, CSU SUPER SATURDAY/SUNDAYS - prospective African American students.

The Dept. of Marketing & Communications consistently creates “diversity friendly” publications incorporating photos and testimonials from inner-city students, first
generation college students, and English as second language students as well as brochures, posters, web sites for EOP and Summer Bridge and International Student Services.

**CSU Super Sunday**

Attending African-American churches to promote attendance at CSU

**Annual Teaching Multi-Cultural Competence workshop sponsored by Professional Development Workshop**

I list this workshop because I, as the chair of the professional development committee, co-sponsored the workshop with the School of Social Sciences. Professor Elisa Velasquez is the contact person.

**Online Diversity Training**

meetings and community outreach

**Access by Design**

STEM faculty development related to better supporting students with disabilities.

**Inclusive Excellence Through Universal Design for Learning: Workshop & Faculty Panel**

A workshop presented by Dr. Emiliano Ayala on "Inclusive Excellence through Universal Design for Learning: Workshop and Faculty Panel" at Sonoma State University.

**Multicultural Competence Team**

A small group of faculty who provide multicultural competence training for other faculty/departments on campus. We address multiculturalism in pedagogy, curriculum, and general faculty-student and student-student interactions.

For all staff. Outline and examples of how language can infer bias even when none may exist. Aims to heighten awareness/sensitivity of staff to the in-sensitive use of some language.
Community Oriented Policing

Provide regular training to all personnel in anti-bias based profiling, hate crimes prevention, and diversity; department policies to address diversity issues; Provide seminars to under-represented student groups; attend all graduation ceremonies; attend diversity events such as Black History Month opening; SF Pride parade with student club; women's history month, etc.; invite speakers to department meetings; consider diversity in hiring and recruitment processes

Racial Profiling/Hate Crime Education Campaign

Education within our department and the community of the issues surrounding racial profiling and department efforts in the prevention of hate crimes and support for victims

The program is led by a Student Affairs professional for approximately 26 Orientation Leaders. The purpose is to develop a cohesive team of students who are aware of their personal differences and similarities and how these affect the team and their working relationships. Another goal is to prepare students to be sensitive to the needs of all incoming first-time freshmen, to be aware of and to use inclusive language, to develop the skills to address any insensitive language/actions within their small groups, to be familiar with campus resources related to diversity, and to prepare them to facilitate dialogue among their small groups.

Cooperative effort between AFD and Academic Affairs to provide professional development to managers across divisions related to our efforts to increase diversity and achieve inclusive excellence.

This is an in-school academic support program for grades 4-12 that prepares students for college eligibility and success. The program places average students in advanced classes. The program tries to level the playing field for minority, rural, low-income and other students without a college-going tradition in their families. The program is implemented both school and district wide. Sonoma State actively
participates with AVID campuses by providing motivational, admissions, and financial aid, presentations. When an AVID group visits Sonoma State in addition to a variety of presentations, the group hears from a student panel and gets a customized campus tour.

**Migrant Education Mini-Corps**

Mini Corps staff and students conduct a program called "Fuentes Culturales." This is an outreach program for the Hispanic Community.

Roseland University Prep juniors are matched with college students in a leadership service-learning class. They attend all classes, on-campus work, club meetings, work-outs and lunch together. Agenda: 1. College students learn about the school, discuss the lives of the kids, perhaps challenges they face such as immigration/poverty issues and the resources they bring such as language skills, resilience, diversity, etc. They also discuss places the HS students should and should not (residence halls) visit. 2) College students visit RUP a few weeks before Shadow Day and do icebreakers and some matching. 3. On Shadow Day, RUP students arrive and connect with their college student partners. 4. Each college student is paired with 2 or 3 middle school children. They leave to begin their day. 5. At the end, everyone returns and a staff member from EOP comes and talks with the group about opportunities to come to SSU. 6. There is a closing goodbye and reflective activity. Everyone is encouraged to stay in touch. 7. The RUP students leave and the college students reflect on their experience. The future is discussed (particularly an email relationship with the children and staying involved with the partners or getting involved with tutoring or mentoring). There is a lot of flexibility - if the RUP students want to do a cultural performance or something along those lines, it makes the experience much more reciprocal.

**Upward Bound (Lake, North, Sonoma, Math & Science)**

A TRIO project providing advising, instruction, tutoring, college visits, and social/cultural activities for eligible low-income & first-generation participants in 9th-12th grade targeting students at Lower Lake H.S. in Lake County. - - A TRIO project providing advising, instruction, tutoring, college visits, and social/cultural activities for eligible low-income & first-generation participants in 9th-12th grade targeting communities in Sonoma, Napa and Mendocino Counties. - - A TRIO project providing advising, instruction, tutoring, college visits, and social/cultural activities for eligible low-income & first-generation participants in 9th-12th grade throughout Sonoma County. - - A TRIO project providing advising, instruction, tutoring, college visits, and social/cultural activities for eligible low-income & first-generation participants in 9th-12th grade throughout Sonoma County.
participants interested in technical fields of study in 9th-12th grade throughout Sonoma County.

**International Diversity Club (in process)**

Created an after school program at a dual immersion school through NASA E/PO to enhance interest in math/science grades 1-6. Added a parent's workshop to educate Latino parents on successful education. Additionally we create a club to promote diversity among students and disciplines and help retain students that come from a foreign background.

**Mathematics, Engineering, Science Achievement Program (MESA)**

MESA is a statewide organization in its 40th year that aims to enrich the learning environment for educationally disadvantaged students so that upon graduation these students can help fill science, technology, engineering and math (STEM) related professions. MESA programs exist at the K-12, community college and university levels. For more information visit our website http://mesa.sonoma.edu

Students receive funding from the Chancellor's Office to prepare themselves for graduate school. They receive $3000 to work with a faculty mentor to visit graduate schools, pay for the GRE, attend professional conferences, etc., all in support of getting into a graduate program.

**SMTRI/MSTI**

This is a school-wide initiative to encourage diverse populations to pursue undergraduate majors in mathematics or sciences and then to pursue a teacher credential in that field of study. The program provides mentoring, tutoring and financial support for standardized testing and instructional materials.

**Accessible Technology Initiative**

ATI is a CSU-wide effort, endeavoring to provide access to information resources and technologies for students and the university's public with disabilities (physical, sensory, cognitive, learning). Information Technology is a key participant at SSU. We are very involved in all three priority areas: 1. Web Accessibility of administrative websites, 2. Accessibility of Instructional Materials, 3. Procurement of
accessible Electronic and Information Technology. ATI includes development of campus policies, procedures, training, awareness and more. It touches many (probably most) of the category areas in #6.

**EOP 40th Anniversary Celebration and Reunion 2009**

**Louis Stokes Alliance for Minority Participation (LSAMP)**

The California State University Louis Stokes Alliance for Minority Participation (CSU-LSAMP) Program is a comprehensive statewide project dedicated to increasing the number of students from underrepresented minority groups (URM) graduating from campuses of the California State University with baccalaureate degrees in science, technology, engineering, and mathematics (STEM) disciplines. Contact the LSAMP Director, Dr. Sam Brannen for more information.

A TRIO project providing advising, activities, financial aid information, parent activities, career exploration and assistance in higher education enrollment for 6th-12th grade participants.

**Educational Opportunity Program (EOP)**

The Educational Opportunity Program (EOP) within the Division of Student Affairs & Enrollment Management (SAEM) provides a comprehensive array of services to support student success at Sonoma State University with graduation as the goal for all EOP students. EOP Advisors provide academic, career, and personal advising to EOP students. Advisors assist students with concerns regarding housing, financial aid and balancing college with personal life demands while meeting graduation requirements.

**EOP Academy**

All first semester EOP Freshmen will take part in the EOP Academy. A major component of the Academy is the development of a learning community where our students will attend a block of classes with the same group of EOP students. Students taking classes together in a learning community tend to adapt quicker to the challenges of college, and in turn, become more successful students during their first year. Our goals for the Academy are to provide academic and social support for our incoming EOP freshmen, increasing their academic success and retention. Academy classes include Freshman Seminar, English, and either a course in American Multicultural Studies, or support classes in reading and writing. The instructor for the Freshman Seminar class is also the students' EOP Advisor.
EOP and Summer BRidge

Statewide in the CSU access and retention program for first generation in college students from historically low income families, which due to the lingering racism in our society makes the majority of EOP students "of color." About half the students of color on our campus are EOP students. EOP students of European descent like their peers of color require significant transition support to cross socio-economic barriers and are somewhat more likely than their non-EOP peers to need remediation to make up for the unequal education they received in their low income K-12 districts. When EOP was just an access program in its earliest inception and students received grant money but no support services, they were not retained. So the comprehensive array of support services addresses their personal, financial, employment and academic skills transition, including a week-long Summer BRidge residential transition program, the EOP Academy their first year at Sonoma and relationship with their EOP advisors/mentors help create a sense of community and provide practical help to cope with their new environment. There is often a significant amount of culture shock to be overcome. Twenty years ago, Sonoma's EOP had the highest graduation rate for EOP students in the CSU but as state budget cuts have forced continuing cuts in service and personnel are no longer solely dedicated to that task as units have been consolidated, that EOP retention rate has gone down until some faculty now see EOP students as one of the groups holding us back from achieving our best graduation rate. As Sonoma has continued to attract affluent primarily European American students and lost funding for a multi-cultural center on campus (most recently a consolidated version of the former women's center which included GLBTQ support and the former intercultural center which for years prior was staffed by a Student Services Professional with ties to EOP(most recently called the Center for Culture, Gender and Sexuality), the campus climate has grown to be problematic for students who are different, ie, low income background and/or students of color. EOP advisors are a front line of support for students to cope with understanding the business of college, which their parents most often do not understand, and with the slights of ignorance and insensitivity they encounter due to race, culture and class differences with the majority of students, the surrounding communities which are famous for DWB type incidents, and at times University employees. Please see Bruce Peterson for a description of EOP Services and the EOP Academy. Recent union contract enforcement changes three years ago have also unintentionally dealt a blow to the formerly more successful EOP retention rate. We continue to work closely and actively in following the academic progress of individual EOP students with our sister Trio program on campus, Learning Skills Services, which provides actual academic support with federally grant funded reading, composition and math/science professionals. LSS continues to help make up for some of the budget cuts EOP & Summer BRidge has absorbed over the years. We would now have no awards/graduation recognition program for our EOP students without the funding of LSS for our joint EOP/LSS
Celebration for our students in common. EOP is a comprehensive program which provides co-curricular education about college life, funding college, overall educational planning, academic advising, a knowledgeable base for referrals to deal with a wide variety of crises, personal transition issues and family complications since they are more likely than the average to play a support role FOR their family than the average student. We guide our students to become bi-cultural to function in the university setting and middle class society while simultaneously maintaining or developing pride in their cultures of origin. EOP began as a program in the 1960s designed to break the cycle of poverty so our role has a larger social significance in that we mentor and develop student leadership and encourage students to go to graduate and professional programs; many of our students do return as professionals to serve their underserved low income communities as teachers, legal professionals, social workers, college professionals, community organizers, attorneys, doctors, nurses, counselors. They are often aware that they are role models and likely to volunteer to help those in need even while they juggle employment and school. They do require more support than the average student, but are also represent a strong showing of campus and community leaders and I would say provide more service than most to the campus. While I lose some EOP students who cannot remediate on time, in my experience, I lose more to what they perceive as the lack of welcome for them as minorities on our campus, and family crises of health or finances which pull them home. (Many of these go on to graduate at other campuses.)

McNair Scholars Project (NoGAP)

The McNair Scholars Project at SSU - also called the National Graduate School Achievement Program (NoGAP) at SSU - works to support undergraduate students to pursue their postsecondary studies at a PhD granting institution. Project activities include students research collaboration with a faculty mentor, travel support to visit campuses and attend conferences, assistance in filling out graduate applications, and preparation for graduate school entrance exams.

Learning Skills Services

A TRIO Student Support Services project serving low-income & first-generation students overcome barriers to success. This project provides advising, tutoring, instruction, supplemental instruction, computer lab use and grant aid for those eligible.
EOP + LSS Annual Awards

Jeannie L. Moore Scholarship (EOP Graduating Senior)

Aurelio Saucedo Scholarship (EOP Freshmen)

Future Scholars Scholarship (Low-Income Incoming Freshmen Students)

Annual Diversity Award

The award seeks to acknowledge those students who have made significant contributions to the campus climate toward diversity through their involvement on committees, student activities, and in the classroom. An applicant for the Diversity Award for Outstanding Contribution Toward Campus Climate must have made a significant contribution to the celebration of campus diversity in a leadership position and earned a 2.5 or better overall GPA based on Fall 2004 transcripts.

Library-wide Safe Zone

Making the entire library a safe zone, with posting as much on the website, on the service desks, and on each individual department and individual offices.

Sonoma State American Language Institute (SSALI)

Sonoma State American Language Institute (SSALI), located in scenic Northern California on the campus of Sonoma State University, is an ideal place for those desiring stimulating classes taught in a safe, comfortable environment. Since 1979, SSALI has been providing intensive instruction to students, professionals and others who need to learn English quickly to meet academic, job-related and social needs.

Center for the Study of the Holocaust and Genocide

The Center for the Study of the Holocaust and Genocide is a non-profit academic institute housed in the Department of Sociology at Sonoma State University. The Center was formally constituted in February 1987 for the purpose of providing education about the origins, nature and consequences of the Holocaust. In recent
years, the Center has broadened and expanded its focus to include the study of issues surrounding other historical and modern genocides. - The primary activities of the Center have been weekly, public Holocaust Lectures throughout the Spring Semester each year; the development of Holocaust resource materials (publications, videotapes, etc.) for campus, school, and public use; and cooperative efforts with a community-based group, the Alliance for the Study of the Holocaust, to provide Holocaust education in the SSU service area schools. - The Center promotes research on Holocaust themes and has also sponsored conferences, teacher training workshops, film series and author presentations. In collaboration with the Schulz Information Center, other regional libraries and the Holocaust Library in San Francisco, it endeavors to maintain and enhance the SSU Holocaust collection.

We provide individual assistance for Educational Opportunity Program (ACE), Disability Services, and International Students in obtaining appropriate campus housing for their student participants

Mosaic Mentor Gender-Neutral/Mixed-Gender Housing Supplemental Application

Check all that apply: - I require accommodations based on my gender identity or expression, and I request placement in Gender-Neutral Housing. - My roommate and I request placement in Gender-Neutral/ Mixed Gender Housing, (Please note that both roommates must mark this option to be considered). - I am open to placement in Mixed Gender Housing, but I have not identified a roommate. Please contact with more information - I am open to placement in Gender-Neutral Housing, but I have not yet identified a roommate. Please contact me with more information. - I am interested in a premium single (a double room converted to a single) - If I am not accepted to Gender-Neutral/ Mixed Gender Housing, I am still interested in other on-campus housing. - - Yes No If No, why? (Please include with your answers to the following questions below) Please type your answers to 2 of the 4 following questions in no more than 300 words and attach them to this cover page. 1. Why would you like to live in Gender-Neutral/ Mixed-Gender Housing rather than another on-campus living environment? 2. How would your background and life experiences contribute to the Gender-Neutral/ Mixed- Gender Housing community? 3. What are your thoughts on the importance of having Gender-Neutral Housing/ Mixed-Gender? 4. It is expected that residents placed in Gender-Neutral/Mixed-Gender Housing are open-minded to varying gender identities. Explain what this means to you and how you will apply this to your residential experience.

Non-Discrimination/Sexual Harassment Prevention Training

We conduct both in-person and on-line training for student employees, staff and faculty on non-discrimination and sexual harassment prevention. We emphasize
the importance of respect in creating a supportive campus environment to enhance the diversity of our campus.

Bilingual (Spanish) Service Providers

Availability of bilingual (Spanish) service providers is publicized on websites and counter signs.

We provide Early Childhood Education services for children ages 1-5 of students, mostly low income students. In addition we provide training for student employees and observation opportunities for many departments.

Multicultural Center (formerly CCGS)

The Multicultural Center is committed to the values of social justice as the foundation for the delivery of educational programs and services. The Multicultural Center plans and coordinates a major lecture series, advises student organizations, as well as provides undergraduate internships and other resources that support student event-planning, leadership, and social activities.

Disability Student Services

DSS provides specific academic-related accommodations such as disability management advising, note takers, alternate media, assistive technology, and other reasonable accommodations. DSS also coordinates various workshops and events that provide information and raise awareness of disability-related topic

Career Services Diversity Resources

Career Services has listed a number of online website resources focused on promoting inclusivity in the world of work and supporting historically underrepresented populations gain access into prestigious career fields and industries. We advance the mission of the university to ensure all students, regardless of ethnicity, gender, sexual orientation, citizenship, or differing abilities achieve their career development goals.

New Accessible Workstations

the University Library and Disability Services for Students have collaborated again to install four accessible workstations in the University Library. These new workstations
incorporate a range of accessible technology, such as magnification software for students with low vision and speech recognition software for students with physical disabilities.

InterCultural Center

Does not seem to exist after 2005. Contacted Darius Spearman to see what current status is.

Safe Zone Program

The Safe Zone Program Mission is: To develop and maintain a network of informed faculty, staff and students who will be visibly supportive of students, staff and faculty who identify as gay, lesbian, bisexual, transgender or questioning; who will work to support the SSU policy of non-discrimination based on sexual orientation; and who will foster a campus climate where, regardless of sexual orientation, anyone may feel safe, supported, respected and affirmed.

The SHC provides the opportunity for all SSU students, including the otherwise medically underserved, to receive free and low cost medical care, lab, pharmacy, x-ray, prevention, health education, and public health services. We reach out to, value, and serve students as unique individuals with diverse ethnicities, backgrounds, lifestyles, strengths, limitations, health needs, socioeconomic circumstances, and perspectives. SHC hiring criteria for each position specifically requires sensitivity, skills, and effectiveness in this area, and employees are regularly evaluated on this. We practice medical care and provide health education with an awareness of the medical conditions, health related traditions, expectations, communication styles, and needs of various populations, and when we are uncertain we seek input.

Center for Culture, Gender & Sexuality

A component of the Sonoma Student Union Corporation, the CCGS is committed to the values of social justice as the foundation for the delivery of educational programs and services. The CCGS plans and coordinates a major lecture series, advises student organizations, as well as provides undergraduate internships and other resources that support student event-planning, leadership, and social activities.
ASP has taken over programming all the heritage months and in general does co-curricular and cultural awareness events and activities.

**Sonoma State University Diversity Web Page**

A section of the University's web site dedicated solely to Sonoma State's dedicated diversity resources, including links to Academic Departments, University Offices, University Programs, Students Clubs, the Academic Senate's Ad-Hoc Diversity Committee, and other resources. As of 4/14/10, there were several broken links on the page.

SSU hosts archives of events on campus. Many of which are diversity related. For example, Tim Wise's lecture on White Like Me, Elaine Brown, and the Holocaust Lecture series.

**Gender Studies Program Series**

The Instructionally-Related Activities co-sponsored Gender Studies Program Series run by the Women's and Gender Studies Department has two components. The spring one-unit WGS 301: Queer Studies Lecture Series (QSLS) brings diverse scholars and activists to SSU. In response to diversity calls, we expanded in Fall 09 with a one-unit WGS 301 Feminist Lecture Series (FLS). The QSLS invites local, national, and international LGBT leaders to campus, diversifying the SSU educational experience and social climate. In Spring 10, enrollment expanded from 68 to 128 students, and it attracts on- and off-campus drop-ins. Faculty across disciplines encourage students' attendance. The fall FLS has a local practitioner-based emphasis focused on gender, advocacy, and health. By popular demand, next fall it will expand enrollment from 48 to 68. Students hear from local leaders, delve into related readings, and dialogue in facilitated peer-to-peer sessions. Students are encouraged to take both series, plugging them into a dynamic network of local and global concepts and possibilities for social transformation.

**MOSAIC Living/Learning Community**

MOSAIC (making our space an inclusive community) is a living/learning community that intentionally focuses on appreciating the diversity in perspectives and life experiences of its residents. Any students interested in living in and taking an active role in a multicultural community are highly encouraged to be a part of our
residential program. Residents are enrolled in three classes together in the fall, Sociology 201 and University 102, First Year Experience, in which they explore the numerous aspects of diversity and social justice including race, and ethnicity, gender, sexual orientation, religion, and abilities. In the spring students take Hum 200, Univ 199 and Univ 238: Foundations of Leadership. MOSAIC students engage in service-learning activities and field trips. The MOSAIC living/learning community is housed in Chardonnay in the Zinfandel Village. To maintain a small, close-knit community where students have the opportunity to create one-on-one relationships with faculty and staff associated with the program, space is limited to 50 residents.

In 1991, the NCAA Foundation initiated efforts to create a total development program for student-athletes. Through the collaborative efforts of the NCAA Foundation and the Division 1A Athletic Directors’ Association, the CHAMPS/Life Skills Program (Challenging Athletes’ Minds for Personal Success) was created. In 1994, after several years of development by the NCAA Foundation, the CHAMPS/Life Skills Program was launched to the NCAA membership. That summer 46 NCAA institutions participated in the first orientation for administrators from around the country. Since then, approximately 40 member institutions have joined the CHAMPS/Life Skills Program each year. Today, the NCAA Educational Affairs staff oversees the development of the program, offering services, support and programs to participating institutions throughout the year. The CHAMPS/Life Skills Program is supported through the promotional and financial efforts of the NCAA Leadership Advisory Board and the NCAA national office. The mission of the NCAA is to maintain intercollegiate athletics as an integral part of the campus educational program and the student-athlete as an integral part of the student body. With this in mind, the CHAMPS/Life Skills Program was created to support the student-athlete development initiatives of NCAA member institutions and to enhance the quality of the student-athlete experience within the context of higher education. In the process of achieving this mission, the CHAMPS/Life Skills Program will: • Promote student-athletes' ownership of their academic, athletic, career, personal and community responsibilities. • Meet the changing needs of student-athletes. • Promote respect for diversity and inclusion among student-athletes. • Assist student-athletes in identifying and applying transferable skills. • Enhance partnerships between the NCAA, member institutions and their communities for the purpose of education. • Foster an environment that encourages student-athletes to effectively access campus resources. • Encourage the development of character, integrity and leadership skills. Participating members in the CHAMPS/Life Skills Program are provided with sample materials and supplemental resources which support a student-athlete's development in five areas: academics, athletics, personal development, career development and community service.
This is an interactive program presented at Orientation for almost all of the first-time freshmen class (sessions of approx 200 students). Jonathan Poullard from UCB facilitates the program. Learning outcomes include:  • To provide students with some perspectives on the real life at Sonoma.   • To increase one’s self-awareness.   • To allow students the opportunity to explore how they are both similar or different from their peers.   • Generate some constructive dialogue and provoke initial exploration of diversity issues.   • Provide a foundation for future discussion of diversity at Sonoma and explore what they want their experience to be while enrolled on the campus.

Members who participate in the Human Awareness and Diversity Co-op Team, will help to honor the inherent worth and dignity of all Sauvignon residents, while educating each other on the richness of our diverse community. Members will focus on the life experiences of their community members and how we can all learn from one another.

**CFA Affirmative Action Committee and Asian American Caucus**

The affirmative action committee is attempting to bring diversity to the student body, faculty and staff...and to support individuals who belong to marginalized and/or minority (not just race) groups.

**CFA Affirmative Action/Disabilities Caucus**

consortium of faculty, staff, and students interested in disability rights, access, and equity.

**Hutchins Diversity Committee**

Recruitment and retention of diverse students and faculty in the Hutchins School of Liberal Studies

**International Programs Task Force**

Our charge is to bring together the various international entities on campus in a real and/or virtual setting. The overall goal is one of mutual support and
communication.

President's Diversity Council

The Diversity Council is responsible for oversight and coordination of all diversity initiatives of the university, and is advisory to the President. In addition, the Council is charged with promoting diversity in three major areas: outreach, recruitment, and retention of diverse students, faculty, and staff; diversity in the curriculum; promotion of civility and multicultural competence in the campus community. In order to advance this agenda, the Council will be responsible for developing a Diversity Strategic Plan for Sonoma State University. Graduating students of Sonoma State University are entering a globalized and multicultural society and economy, where cross-cultural understanding and communication skills are at a premium. Simultaneously, California faces an increasingly competitive global economy with a population undergoing major demographic shifts that will lead to a less educated workforce, unless proactive steps are taken to increase participation rates in higher education among traditionally underrepresented groups. These two major trends are compelling reasons for Sonoma State University to make at this time a concerted institutional effort to increase and enhance the diversity of our institution: to enrich the educational experience of our students and to improve access to higher education to all Californians. The dual objective is neatly captured in higher education's current formulation of diversity as Inclusive Excellence. To help achieve this purpose, President Ruben Armiñana established the President's Diversity Council in Fall 2008.

Academic Senate Ad-Hoc Diversity Committee

The concern regarding an institutional lack of commitment to issues of Diversity was an issue in the vote of no confidence in the President and is of continuing concern to Sonoma State University. While efforts on behalf of Diversity have been made, a number of successful programs whose roles directly related to the University's support of Diversity efforts have been eliminated, reduced in scope, or have support positions that remain unfilled (Re-Entry, ICC, WRC, DSS, etc. as summarized in a document developed by the Academic Planning Committee and available at http://www.sonoma.edu/senate/AdHoc/Ad-Hocmaterials.html) These programs comprised critical aspects of the university's response to Diversity and compliance with state and federal expectations and CSU guidelines, needs which were highlighted by the recent racist attacks directed at the candidates for ASI President and the statements made by students at the Town Hall meeting earlier this week. On 3/6/08, the Senate passed a Resolution Regarding Sonoma State Academic Senate Response to the Spring 2007 No Confidence Vote with Enhanced Institutional Commitment to Diversity that articulated key areas of concern. The Ad Hoc Committee of the Senate constituted to address remedies for the "no confidence vote" (May 2007) has held two open sessions for the campus community in March
and April of 2008 in which concerns were raised and suggestions made to address and remediate Diversity concerns which are reflected in this Resolution. The current draft of the University Strategic Plan has a goal of increasing student, faculty, and staff diversity and incorporating cultural diversity awareness and competence in all aspects of University operations, but its objectives primarily call for development of plans without any specifications for implementation, and which does not address the need to diversify the faculty and staff nor appear to respond to more than diversity based on ethnicity and national origin. The committee being recommended will assess and recommend targeted actions meant to resolve the concerns regarding the full scope of diversity issues at SSU.

Jewish Studies Program (Minor)

Jewish Studies at Sonoma State University is an interdisciplinary program that provides students with the chance to earn a minor degree through the study of language, culture, history, comparative religion, and politics. Jewish Studies courses will foster interfaith dialogue, promote cultural diversity, and increase understanding of how religion has influenced societies around the world. - Mission Statement

The purpose of the Jewish Studies Program at Sonoma State University is to foster interfaith understanding, cultural diversity, peace, and positive change in the world through the study of the history, culture, language, and religious practices of Jewish people.

Queer Studies Minor

Established a Queer Studies Minor housed within the WGS department

CALS Latin American Studies Minor

Collaborative Autism Training & Support program

Students learn about people w/ autism spectrum diagnoses by working 1-1 with kids on the spectrum, classes, meeting adults w/ autism. They provide support & respite for whole families and raise community autism awareness by creating a community autism celebration event.

Cultural Competence Retreat - 3/9/07

The School of Social Sciences at Sonoma State University invites the campus
community to an all-School retreat on Cultural Competence from 9:45 a.m. to 2:30 p.m. on Friday, March 9 in the Multipurpose Room in the Student Union. The event will include a panel of students from many different backgrounds who will share some of their experiences regarding issues of race, religion, disability and ethnicity. There will also be a case study forum that will be action oriented, as well as a session on best practices on cultural competence in the classroom. Facilitators for the day will be Dr. Elisa Velasquez-Andrade from the Psychology Department and Dr. Jayamala Madathil of the Counseling Department. Breakfast and lunch is provided.

Multicultural Competence Retreat - 4/18/2008

The Campus Climate Committee and the School of Social Sciences are co-sponsoring a Multicultural Competence Retreat from 10 a.m. -2 p.m. on Friday, April 18 in the Student Union Multi-purpose Room. Due to limited seating, RSVPs must be made to holly.sautner@sonoma.edu by April 11. The workshop is planned to: (a) hold a safe space for faculty and instructors to explore their own places of privilege, (b) incorporate this awareness into their teaching with students and work relationships (c) explore ways in which participants can become allies to people included in the Big 8 of diversity (culture, race/ethnicity, sexual orientation, class, gender, disability, age, and religion), (d) analyze cases regarding issues of discrimination, sexism, etc., and brainstorm about effective way to resolve them, and (e) present successful implementation of multicultural pedagogy. Participants are asked to bring examples of multicultural pedagogy they use in their classroom and/or write up short description of cases involving multicultural issues. Morning coffee and lunch are provided for all participants made possible due to a generous donation from School of Social Sciences (Psychology, MA) alum Vicki Bailey. Facilitators are Elisa Velasquez (Psychology), Jayamala Madathil (Counseling) and Bonnie Sugiyama (Center for Culture, Gender and Sexuality).

Diversity and Community Engagement: Mini-Conference 2009

A two part lecture/workshop/luncheon for faculty and community organizations: "Leveraging the Power of Service-Learning in Teaching for Multicultural Competence" lead by Tania D. Mitchell, and "Creating Nonprofit and Education Partnerships that Promote Volunteerism and Inspire Learning" by Merith Weisman.

Gendered Intersections Faculty Coloquium Series

The Gendered Intersections colloquium series is structured around intersectional analyses particularly into the interworkings and tensions among any of the following: gender, sexuality, race, ethnicity, social class and/or nation formation. Instructors are invited to present works in progress, new ideas, or pedagogical
reflections. The Gendered Intersections colloquium is an opportunity to share research with colleagues and students and to continue advancing gender-focused scholarship at SSU. This Spring 2010, there are 7 presentation in this series.

Lecture series and art exhibits are offered by the Library every semester typically thematically. We have offered one on immigration issues, various cultural themes across the globe, artists of different backgrounds, themes such as the holocaust, and are planning to design one on diversity as a critical element in contemporary education.

**MESA Day 2011**

MESA Day is an annual event that brings together middle and high school students from Northern California MESA programs to compete in a series of math and science competitions. Students work through the year on their preparations for first the preliminary competitions and the final regional event on MESA Day. Approximately 450 students from educationally disadvantaged backgrounds will attend.

**Northern California Forum for Diversity in Graduate Education**

SSU participates as part of a consortium of all of the northern California CSU, UC, and private and independent universities to host a yearly event on one of the campuses that provides workshops on graduate education, as well as a recruiter fair, for students who are underrepresented in graduate education. Students are provided free transportation and lunch at the event, and have the opportunity to meet with over 100 recruiters from universities from across the nation. Also, students can attend a variety of workshops on how to prepare for graduate school, as well as discipline-specific presentations.

**Diversity Employment Awareness Month (October)**

Breakout session offered: Come participate in a disability experience through simulated activity. Together, we'll increase our awareness of disabilities, and learn about what we can do to make this campus more accessible and welcoming. We will also share the disability services offered on campus.

Facilitating and working closely with diverse groups to plan and schedule events that
promote diversity as defined above. The very nature of belonging to a group and highlighting what your group does to the rest of campus or the local community is a promotion of diversity.

The Heritage Special Dinner is an event that we hold two times a semester in which we partner with a club on campus. The intent is to have the club develop the menu with all of its recipes and cooking styles based on their heritage. We then have them bring in volunteers the day of the event that have expertise in this cooking style. Usually Family members or club members. We work with them the day of the event to make an accurate authentic meal for our first time fresman students on the Meal Plan. We typically serve approximately 850 people. We also give the club the ability to decorate the cafeteria as well as having a table to present heritage history or club information. We have also allowed the Club to bring in dancers or a band to set the mood for the event. To date we are working with Mecha, BSU and FAASSU to hold there events. We are this month, March, holding a Slow Food Dinner with the Slow Food Club on campus.

On the Dining Services marketing calendar we have monthly special meals, salads or sandwiches, tied into the National Heritage Month associated with that month. We will change specials every month.

**Multicultural Graduation Celebration**

Seems to have been implemented 2000-2005, but no specific info is available. Linked to the SSU InterCultural Center.

**Rainbow Celebration**

The Rainbow Graduation Celebration is a time for the queer, gay, lesbian, bisexual, transgender, two-spirit, intersex, questioning, same-gender-loving people and their friends, family, and allies of Sonoma State University to come together to celebrate the accomplishments of the last year and to recognize those moving on to the next fabulous chapter in their lives. The aim is a graduation that honors and celebrates all of who you are. - - Hosted by Psi Chi???

**Coming Out Week**

**World AIDS Week**
EOP Summer Bridge Reunion

Vagina Monologues

National Day of Silence

Transgender Day of Remembrance

Coming Out Panels to Univ classes

African American Graduation Celebration

Raza Graduation

Black Student Thanksgiving Dinner

A mid-semester community building event for black students and their friends along with faculty and staff

Welcome Barbeque for Black Students, Faculty and Staff

An opening BBQ to welcome black students to or back to campus and provide them with an opportunity to interact with staff

Welcome Barbeque for Latino Students, Faculty and Staff

An opening BBQ to welcome latino students to or back to campus and provide them with an opportunity to interact with staff

Young Black Scholars Weekend

High school sophomores and juniors from Young Black Scholars of Los Angeles Church of God in Christ attend an overnight program here at Sonoma. The BSU is very engaged in hosting the students. In addition, admitted seniors from LA USD are also invited.

Disability Awareness Week

A week of activities including brown bag lunch series open to campus community given by faculty, students and outside presenters and a panel of experts, topic specific. Topics include stigma, mobility aids, autism and lyme disease. Other activities during the week include movies focusing on different disabilities including similar topics. Disability Awareness Week poster contest for any interested party to submit artwork with the theme of how disability contributes to a diverse world.
Open to any interested party and the winner's work will be used to market the awareness week. There is also a Delta Alpha Pi International Honor Society for registered DSS students based on GPA and Units completed.

**Human Awareness Diversity Focus Area**

Within the Residence Halls there are programs that are directly related to raising awareness about diversity, including cultural, racial and gender identity. It is for the residents and is sponsored by the Res Life Office and run by the Residential Life Coordinator professional staff.

**The Latino Family Summit**

This program is designed to educate Latino parents and students on college requirements, provide parents with the right tools and knowledge of the educational system in the US. For the students, workshops are facilitated by SSU Latino Greek organizations. These workshops are designed to address self-esteem, cultural empowerment as well as college requirements.

**Dr. Martin Carnoy Guest Lecture**

An international perspective on how diversity and social justice make smart economic policy is the topic of a free public lecture by Dr. Martin Carnoy at 7 p.m. on Thursday, April 1 in the Evert B. Person Theatre at Sonoma State University. He hosts a question-and-answer style discussion with students and faculty members from 3-4:30 p.m. the same day in Schulz 3001. A book signing follows the 7 p.m. lecture.

**Black History Month 2007**

In celebration of Black History Month the Center for Culture, Gender & Sexuality, a program of the Sonoma Student Union Corporation, would like to invite the community to learn, experience and share Black culture through the events presented throughout the month of February.

**Heritage Lecture Series 2010**

The Center for Culture, Gender & Sexuality hosted speakers Tim Wise, Dr. Lani Guinier, Anna Rosmus, Victor Villaseñior, and Leslie Feinberg February-May 2010.
ASI through its ASP program supports the campus co-curriculum through events and programs directed toward the entire student body to enhance the social, intellectual, cultural and spiritual and physical learning and development of students. ASP aims for much of its programming to be cultural in nature as well has a section of their budget dedicated to just contributing to cultural programs of the campus.

Award Winning Slam Poet Carlos Andres Gomez comes to SSU

His talent for words is remarkable and will be sure to leave you thinking differently about everything from race, music, and love to world issues and education. His most popular piece "What's Genocide?" speaks about a moment he shared with one of students when he brought up the topic of the Holocaust in the classroom. "Distinctly Beautiful" describes struggles that women and young girls go through and the unhealthy image they are constantly trying to achieve.

Latino Business Association

One of our Econ grads is organizing the LBA to increase networking across campus between Chicano and Latino students in all majors and the Hispanic Chamber of Commerce. I'm the faculty advisor.

MESA Club

Student club for first-generation & underrepresented minority science, technology, engineering, and mathematics majors.

Alpha Theta Chapter of Delta Alpha Pi International Honor Society

DSS has established the Alpha Theta Chapter of Delta Alpha Pi International Honor Society. Delta Alpha Pi Honor Society was established in 2004 at East Stroudsburg University of Pennsylvania to recognize the academic accomplishments of students with disabilities. Delta (~ Delta for disability) Alpha (~ Alpha for achievement) Pi (~ Pi for pride) provides an opportunity to change that perception by recognizing the academic achievement of students with disabilities. The honor society will help facilitate development of leadership, advocacy, and education for student participants.

Newman Catholic Center

SSU Newman Center is a Catholic group for SSU and JC students that provides a
fun, supportive and loving community for those involved and/or interested in the Catholic faith. Our activities include weekly bible study, weekly mass, retreats, music, and seasonal activities

Our office provides leadership development, programming and advising support to our Multi-Cultural student organizations including greek life.

As We Gather

Black women SSU students meet with a mentor approximately once every six weeks for dinner, speakers, and inspiration. A part of our retention efforts.

Asian Pacific Islander Organization (APIO)

Our purpose is to promote cultural diversity while forming unity among Asians and Pacific Islanders on campus. We are open to all students who are interested in taking an informative look at Asian and Pacific Islander culture.

Bisexual Intersex Gay Lesbian Association of Sonoma State Queer Transgendered and Straight Supporters (BI-GLASS QTS)

To organize and provide an atmosphere on campus for individual or group social and informational networking within the University and the community. - No formal SSU web presence

Filipino American Association of SSU

FAASSU provides an environment where everyone feels welcomed and comfortable in socializing with each other and learning about Filipino history and traditions and what it means to be Filipino-American.

French Club

The objective and purpose of the SSU French Club is to promote the advancement in knowledge of the French language and the francophone cultures of the world.

Gemütlichkeit

Our purpose is to learn about and experience German-speaking cultures.
**Women's and Gender Studies Club**

Women's and Gender Studies Club is structured around intersectional analyses particularly into the interworkings and tensions among any of the following: gender, sexuality, race, ethnicity, social class and/or nation formation.

**Hillel - The Jewish Student Union**

The purpose of Hillel is to connect Jewish students and to bring Jewish culture into their lives while they are away from home, as well as to invite non-Jewish students to join. Hillel is intended to involve everyone, both Jewish and non-Jewish and to add culture to the community. Services: free Shabbat dinners every Friday night, club members and the Shabbat intern, and other events on and off campus throughout the year.

**Indian Cultural Club**

Our goal is to unite students of Indian heritage across SSU and extend our heritage, culture and experiences to the greater community of Sonoma State University and Sonoma County. The Club is not exclusionary and we encourage all students to join the club and participate in our events.

**Multicultural Greek Council**

The MGC shall represent the interest of its member fraternities and sororities to the University, Associated Students Inc. and the Community. The MGC will promote the general welfare and support the diversity of the students, of the Greek community, and the community.

**Nu Alpha Kappa (NUK)**

We, Nu Alpha Kappa, seek to unite and involve all students in a more harmonious and brotherly atmosphere through academic, social and cultural means. There is a need to interface the various backgrounds that constitute the student body of Sonoma State University in order to improve relations amongst all students and the community in the Sonoma County area. We are a national fraternity.

**Queer Straight Alliance**

The Queer - Straight Alliance strives to provide a supportive atmosphere for queer
identified students, faculty, staff, and their allies, as well as to increase awareness and visibility of the queer community and their allies on Sonoma State campus.

**Raza-Native American Council**

Our organizational purpose is to coordinate the efforts of individuals (students, faculty, and staff), departments, organizations, and community to create a one month long calendar of events that promotes Latina/Latino and Native American Heritage. We are committed to educating ourselves and others about the different facets of our beautiful Latina/Latino and Native American cultures. Thus, we work diligently toward creating a balance of Intra-Cultural and Inter-Cultural programs that allows us to address cultural as well as political issues. We are also committed to establishing strong communication amongst individuals, departments, organizations, and community in order to secure the future existence of Raza/Native American Heritage Month.

**Spanish Club**

The Spanish Club at Sonoma State University provides the students with an environment where they can absorb and experience different aspects of Spanish speaking cultures by bringing awareness of our multi-cultural identities and providing students with a friendly place to speak Spanish with fellow students of all levels. We also encourage/promote students to study a second language.

**Women in Computer Science Club**

WICS is a formal organization for supporting and encouraging Sonoma State University women's participation and excellence in the field of computer science. Our activities range from sharing the experiences of women in computing to providing a support network for continuing, undergraduate, graduate, and career goals.

**M.E.Ch.A (Movimento Estudiantil Chicano de Aztlan)**

MEChA de Sonoma is a cultural, political, and social chartered student organization at Sonoma State University. The organization's primary focus is our culture, Education, and taking action on issues affecting the Raza (Chicano/Latino) community.

**Inter Varsity Christian Fellowship**

Intervarsity Christian Fellowship is a non denominational organization fostering Christian community, seeking justice, and walking humbly with our God. - To help
students grow in their relationships with Jesus. We emphasize the study of the Bible, individual and collective prayer and an openness to the Holy Spirit.

**Lambda Theta Nu Sorority**

The Purpose of Lambda Theta Nu Sorority, Inc. shall be to open doors of opportunity to the Latinas in our community. Our primary focus is academic excellence and meeting the needs of Latina women in higher education. Lambda Theta Nu Sorority, Inc. also promotes the advancement of Latinas through various campus activities and community services, and provides an environment for personal growth within a unit of Sisterhood. Lambda Theta Nu Sorority, Inc.’s priorities, however, will be placed upon academic excellence and community service.

**Lambda Sigma Gamma Sorority**

Provides support and sisterhood for multicultural students.

**Black Scholars United**

Black Scholars United aims to create a welcoming and supportive environment, promote student involvement and academic excellence, and provide opportunities for positive change within the community. We appreciate diversity and welcome students from all walks of life!

ASI, along with its statewide colleagues in CSSA, make opportunities available to students to have their voice heard on student issues that are statewide. Many of these issues have to do with access to the CSU, in particular access to the CSU for traditionally underrepresented student populations. ASI has sponsored lobby days, trips to provide testimony as well as a local organization of students called lobby corps.

For 3 years in a row, I applied for an FLTA (together with Marisa Thigpen/Coordinator of International Programs) to bring an FLTA to SSU. This visiting student would not only assist the German faculty in and out of the
classroom, but also organize and facilitate events on campus and in the residential
dorms that address international themes/concerns, bringing together the international
and domestic students. Furthermore, I hope to start an International House, with
the help of other FLTAs (not just from Germany or Austria, but from all over the
world), to be integral members of a culturally and linguistically diverse living and
learning community at SSU. I am very happy that SSU granted us room and board
for this student--despite the dire budget situation. We hope this first step will be a
stepping stone towards truly internationalizing the campus in an exciting, motivating
and meaningful way for our students.

International Services

International Services provides the advising and programming related to two main
areas; sending students abroad including all related activities, and immigration
advising for international students and all related activities

Study Abroad

This office provides assistance for students intending to earn part of their degree
overseas. We host workshops to educate students regarding choosing appropriate
academic programs. This office houses International Programs, the official academic
program of The California State University system. The office provides students the
opportunity to continue their university studies overseas while gaining the personal
experience of living in a new cultural environment. The IP coordinator (with SSU's
faculty representative) promotes the program, administers the recruitment,
application, and selection of students, and monitors their progress overseas. This
office maintains a resource library of information regarding studying, working and
traveling abroad and hosts a Study Abroad Fair each year.

Initiative 3.1.5. Develop an economically, socially, and culturally diverse student
body with respect to disability, age, gender and sexual orientation.

VISION - SSU will be recognized as a center of excellence for its residential and
student-centered liberal arts and professional programs that promote social, cultural
and economic progress of the North Bay region and beyond. - MISSION - The
mission of is to prepare graduates to be learned men and women who have a
foundation for life long learning, a broad cultural perspective, an appreciation for the
intellectual and aesthetic in life, are contributors to the health and well-being of the world, and who are capable of pursuing fulfilling careers in our changing world.

SSU Diversity Action Plan 2010

Sonoma State University is committed to creating a welcoming atmosphere by fostering and supporting multicultural competence for faculty, staff, students and administrators; and creating a system of support to address campus and classroom diversity related incidents. We understand multicultural competence as comprising three parts: awareness, knowledge, and skills (see definitions below). We affirm that individuals who possess multicultural competence are better prepared to participate effectively in a globalized world and a diverse society, and are able to engage in civil discourse.

Disability Statement

If you have a disability that requires accommodation in this class, you must notify the instructor before the end of the second week of class regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall Room 1039, phone (707) 664-2677; TDD (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can be made.

2009 Affirmative Action for Sonoma State University

Sonoma State University has established a percentage annual placement goal whenever it found that minority or female representation within a job group was less than would reasonably be expected given their availability. - - - In each case, the goal was set at the availability figure derived for women and/or minorities, as appropriate for that job group. Sonoma State University believes these goals are attainable. These goals will be reached primarily through recruiting and advertising to increase the pool of qualified minority and female applicants, and through implementation of our action-oriented programs (see Chapter 9). Selections will occur only from among qualified applicants. Goals do not require the hiring of persons when there are no vacancies or the hiring of a person who is less likely to do well on the job (“less qualified”) over a person more likely to do well on the job (“better qualified”), under valid selection procedures. Goals do not require that Sonoma State University hire a specific number of minorities or women.

Diversity & Non-Discrimination Statement
Sonoma State University supports an atmosphere free of discrimination and harassment for all staff, faculty and students. Employee Relations and Compliance Services Office provides diversity and non-discrimination training for all members of the campus community. We also provide thorough and timely investigations of complaints of discrimination at the University.

The mission is the fundamental statement about how we operate as members of the university community.

Institutional advancement professionals, by virtue of their responsibilities within the academic community, represent their colleges, universities, and schools to the larger society. They have, therefore, a special duty to exemplify the best qualities of their institutions and to observe the highest standards of personal and professional conduct. In so doing, they promote the merits of their institutions, and of education generally, without disparaging other colleges and schools. Their words and actions embody respect for truth, fairness, free inquiry, and the opinions of others. They respect all individuals without regard to race, color, sex, sexual orientation, marital status, creed, ethnic or national identity, handicap, or age.

We strive to acknowledge, accept, and support the perspectives of a diverse campus population. This includes, but is not limited to race/ethnicity, gender, age, sexual orientation, ability, religious/spiritual affiliation, and socio-economic status. In counseling, our goal is to empower clients and promote personal growth, effective communication, positive self-esteem, satisfying relationships, decision-making skills, and the clarification of personal values.

Disability Access for Students

SSU's university policy statement regarding disabled students

Section G - Freedom of Association, Section I - Nondiscrimination Policy

- to promote an atmosphere that is conducive to creating an appreciation,
understanding, and acceptance of individual differences and lifestyles regardless of physical abilities, race, ethnicity, sexual orientation, religion, age, gender or political affiliation.

Diversity Vision Statement

We at Sonoma State University strive to create a campus climate in which the will to build trust among people - and groups of people - is widely shared, and opportunities for enhancing diversity and a sense of community are encouraged and supported. We stand committed to fostering and sustaining a pluralistic, inclusive environment that empowers all members of the campus community to achieve their highest potential without fear of prejudice or discrimination. - We strive to build an exemplary educational community characterized by: • an intellectual environment that is both challenging and nurturing, • encouragement and support for curriculum and pedagogy dedicated to diversity issues, • a commitment to social justice and equality, • a respect for human diversity, • and a genuine appreciation of how the many differences among us enrich a liberal arts and sciences university. - We encourage every member of our university community to embrace the underlying values of this vision, and to demonstrate a strong commitment to supporting, retaining, and attracting students, faculty, and staff who reflect the diversity of our larger society.

Equal Employment Opportunity: It is the policy of the University and its auxiliary organizations to provide an environment free from discrimination, including sexual harassment and sexual assault. The University and its auxiliary organizations do not discriminate against eligible persons on the basis of age, race, sex, creed, color, religion, sexual orientation, Vietnam-era veteran's status, or ADA-protected disabilities in admissions, access, and/or employment in its programs and activities. No qualified person shall, on the basis of age, race, sex, creed, color, religion, sexual orientation, Vietnam-era veteran's status, or ADA-protected disability, be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in University programs or activities.

The mission of the Student Health Center is to provide effective, student-centered medical, public health, and educational services that sustain the University mission and support student recruitment, retention, academic achievement and success by facilitating a safe, healthy campus environment and by reducing health related
barriers to each student's full engagement in a diverse and inclusive higher education experience.

SSU Student Health Center Diversity and Inclusiveness Statement

The Student Health Center provides Sonoma State University students with inclusive access to free and low cost, culturally competent medical care, as well as health education, public health, and ancillary medical services and outreach efforts. The intent is to facilitate a safe, healthy, and welcoming campus environment while reducing health related barriers to each student's full engagement in a diverse and inclusive higher education experience. The context is one that is attentive to the health related traditions, expectations, communication styles, medical conditions, life style choices, and needs of various populations, while at the same time respecting each student as a unique individual who reflects his or her own interplay of backgrounds, lifestyles, perspectives, and personal health circumstances.

2003 Faculty Survey - Diversity in the Curriculum

A comprehensive survey that quantitatively explores SSU faculty's relationship to, awareness of, and attitudes toward diversity in the curriculum.

Collaborative Assessment of IAT Use - Intergroup Relations

I am a member of a team that includes social psychologists from 5 different CSU campuses. We all teach GE and major courses that include content about intergroup relations and prejudice. We have collected pre and post test data intended to assess student learning from a teach module built around the implicit attitude test (for more information, see projectimplicit.org).


Publication: By whose standard? The affective implications of ethnic minorities' comparisons to ethnic minority and majority referents.

In a ‘diary’ study, we examined the frequency and affective implications of 34 ethnic minority students' comparisons to other ethnic minorities or to members of a high-status ethnic majority (i.e., European- Americans). Participants made more frequent comparisons to ethnic majority than ethnic minority referents, although neither type of comparison tended to be perceived in terms of group membership (see also Smith & Leach, 2004). Comparisons to ethnic majority referents did not
alter participants’ positive affect even where they suggested poor future prospects in status-relevant domains. In contrast, comparisons to fellow ethnic minorities led to increased positive affect when they suggested a future prospect of improvement. We discuss the conceptual and practical implications of social comparison in the context of group status.

**Employment of Halualani & Associates**

For the Spring 2010 semester, Sonoma State University has hired Halualani & Associates, a Bay Area consulting firm that specializes in diversity strategy and planning for higher education institutions, to map the diversity efforts, programs, and curricula across all campus units.

**EnACT: Universal Design for Learning**

Funded by the U.S. Department of Education, as a Demonstration Project to Ensure Students with Disabilities Receive a Quality Higher Education, the mission of EnACT~PTD is to support students with disabilities within the California State University in attaining their postsecondary educational goals. Recognizing that faculty play a pivotal role in the success of all students, including students with disabilities, EnACT~PTD is designed to provide faculty within the CSU system the skills, support and training necessary to ensure that students with disabilities are provided a high quality postsecondary education.

**PUBLICATION: Disclosing Illness and Disability in the Workplace**

Article by Kathy Charmaz in the Journal of International Education in Business

**PUBLICATION: Grounded Theory Methods in Social Justice Research**

Kathy Charmaz, Handbook of Qualitative Research 4th ed.

**PUBLICATION: Stories, Silences, and Self: Dilemmas in Disclosing Chronic Illness**


**PUBLICATION: Views from the Margins: Voices, Silences, and Suffering**


PUBLICATION: Lesbian and Gay Standpoint Films


PUBLICATION: “Homophobia”


GRANT: Pursuing a ‘Reformed Dream:’ Welfare Mothers Pursuing Higher Education.”

Phillips, Peter. RSCAP mini-grant (2009-2010). “Pursuing a ‘Reformed Dream:’ Welfare Mothers Pursuing Higher Education.” Funding to conduct follow-up interviews (third interviews) with a sample of welfare mothers.

PUBLICATION: A Black President Doesn’t Mean Racism is gone in America.

among race scholars as well.

**PUBLICATION: Disclosing Illness and Disability in the Workplace**

Article by Kathy Charmaz in the Journal of International Education in Business

**PUBLICATION: Building a Public Ivy**


Article by Dr. Janet Hess