

The Student Affairs Diversity Council (SADC) strives to cultivate an environment that embraces and promotes the broad scope of diversity within the division.

The Rearview Mirror



By Barb Snyder,
 Vice President for Student Affairs

I can't tell you how stumped I have been in drafting this column. I've started a dozen times from many different vantage points, but none of them seemed quite right. Somehow, the topic of diversity seemed too important for me to conceptualize a broad perspective in just a few words...I was afraid that my thoughts would appear trivial and far too simple. But I finally decided to dive

in and share some perspectives that will hopefully help you to think about your own diversity journey.

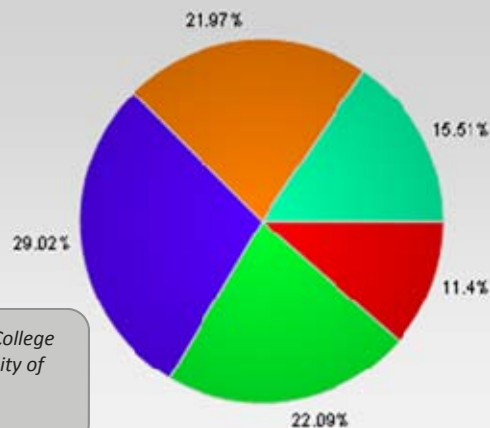
When I was a new professional (38 years ago this fall!) in the Dean of Students Office at Iowa State University, we spent the first week of classes managing lines of students in various offices registering for classes. These were the days before technology arrived, when one stood in line for virtually every registration function. I was assigned to the Financial Aid office for several years, making sure that students were in the correct place and waiting to see the appropriate person, talking to them about adjusting to university life and generally making them feel comfortable. The students of color were all directed to an African American financial aid counselor. When each student left her office she would say "If you need any help, come back and see me. Don't see anyone else; I'm the only one who can help you." I was really bothered by the notion that only a person of color could help, that all the other staff members were invisible, unwilling or uninterested in helping underrepresented students.

I actually vocally protested against this notion, insisting that anyone who cared about

students would do all they could to be of assistance. And while I believe that is essentially true, as a young staff member I failed to recognize the importance of having students of color see someone in a professional role who looked like them and who understood their unique struggles. The stage for mentoring and support was being set very early in their academic careers, but I couldn't get past my own selfish need to be recognized and valued. Over these decades I have truly learned the critical necessity of having more role models of color in our classrooms and administrative offices and have worked hard to help that happen.

I worry at times that having designated support offices for students of color may tend to let the rest of the campus 'off the hook' for supporting diversity initiatives. Especially as we have come to understand how broad the social justice spectrum is, it is impossible for our initiatives to be successful unless everyone on campus takes responsibility to do their part. Conversely, I worry that the motives of majority faculty and staff to do this work are thought to be insincere or disingenuous. When there is so much to be done, we can all do more by collaborating with our colleagues, recognizing our failures and celebrating our successes. Surely our students will be the beneficiaries of our collective efforts and the University of Utah will be a better place to live, learn and work.

I take advantage of the opportunities provided by my college to learn about diversity-related issues.



Data Source: Profile of the College Student Experience, University of Utah, Spring 2013, NASPA Consortium.

Strongly agree Neither agree nor disagree Strongly disagree
 Somewhat agree Somewhat disagree

Review: Great leaders who make the mix work.



Review written by
Kari Ellingson,
Associate Vice President of Student
Development and
co-chair of the Student Affairs
Diversity Council.

Article appeared in the *Harvard Business Review*, September 2013,
written by Boris Broysberg and
Katherine Connolly.

Twenty-four CEOs with reputations for recruiting, retaining and embracing hires from all backgrounds were interviewed. The question posed was “How does diversity make its way to the top of a CEO’s agenda?”. The authors hoped to determine not only why diversity was a priority but how they implemented this priority.

Believing that this is both a business imperative AND a moral imperative, the CEOs agreed that a diverse workforce “prevents an organization from becoming too insular and out of touch with its increasingly heterogeneous customer base.” (p4).

Recognizing the contributions of diverse voice is critical. One CEO discussed a meeting of his team: *Three women on the board made individual comments that were similar in direction, which I didn’t respond to. Not long after they spoke, a fourth person, a man, made a comment in line with what the women had been saying. I said, “I think Jeff’s got it right,” not even aware of what I had just done. To their great credit, the women didn’t embarrass me publicly. They pulled me to the side, and they said, “Jim, we know you didn’t mean for this to be the way it was received, but this is what happened.” They played it back to me, and they said that that’s what happens to women throughout their careers. It was a learning moment for me.* (p6)

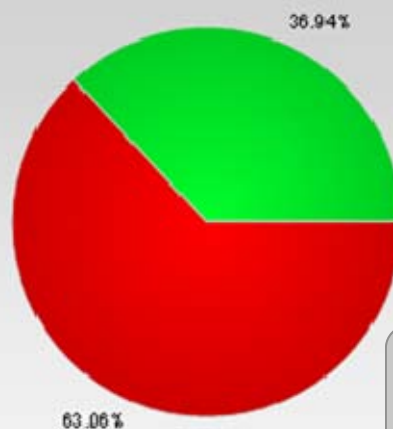
The CEOs agreed that an inclusive culture was one in which employees can bring their authentic selves to the success of the company while the company respects and utilizes their talents. This, in turn, contributes to the employees’ sense of connectedness and being a valuable member of the team.

The authors identified practices which make a difference. Each is critical to us as Student Affairs practitioners.

1. Measure diversity and inclusion. Include questions about inclusiveness on performance evaluations. Measure whether students believe they are treated fairly, feel welcome, or believe they valued by your office.

2. Hold managers accountable. The attitudes and commitment of supervisors set the tone for the office. Do they seek out opportunities to learn about inclusive practices and diverse populations for themselves and their staff?
3. Support flexible work arrangements. Helping employees balance their work and professional responsibilities by considering flexible work arrangements. While this is not always possible due to job requirements, it has been shown to have an impact on job satisfaction and retention, especially for single parents.
4. Recruit and promote from a diverse pool of candidates. Our staff should reflect the increasing diversity of our students and our city. This often means that new recruitment strategies must be developed to ensure a diverse pool. Posting a position and hoping for the best is no longer an inclusive practice. In addition, managers should pay attention to who is being promoted and who is leaving and create strategies to address these issues.
5. Provide leadership education and sponsor mentoring programs. Leaders are mentored and developed by those in higher positions. Supervisors who recognize the talent from the widely-diverse staff both in their office and outside of their office will provide growth opportunities that will strengthen their team.
6. Offer quality role models. The authors point out that it is critical to make sure an organization has leaders who represent diversity—a wide range of diversity. As one CEO states, “my sense is to hire stars, and the constellation is far more effective if it’s a diverse constellation.”(p10).

Do the course offerings, events, and activities at the University of Utah reflect the lives, perceptions, and contributions of people from diverse backgrounds?



Data Source: Profile of the College Student Experience, University of Utah, Spring 2013, NASPA Consortium.

- Yes (please give a specific example from your experiences)
- No

Upcoming Events

Life Divided: The National Debate Over Immigration

Wed., Oct. 2, 7-9pm
College of Social Work



University Pride Week Events: "Two Spirit Panel"

Tues., Oct. 8, 10:45am
Orson Spencer Hall

"Savage Love Live"

Wed., Oct. 9, 6-7:30pm
Union Ballroom

Open Safe Zone Training

Thurs., Oct. 10, 8:30-11:30am
Union Den

13th Annual Gay-La Dinner & Auction

Fri., Oct. 11, 6-9pm
Jewish Community Center

For more info, visit lgbt.utah.edu

West Valley "Women in Motion" Conference

Fri., Oct. 11, 9am-2pm
www.culturalcelebration.org

Mayor's Annual Diversity Dinner

Thurs., Oct. 17, 6-9pm
Free & Open to the Public
Register: diversity.slco.org

Catholic Community Services of Utah's 2013 Humanitarian Awards Dinner

Thurs., Oct. 24, 6-9pm
Little America Hotel
www.ccsutah.org

Student Affairs Diversity Council
Understanding Diversity Seminar Series

The Great Divide: How to Build Relationships While Attending to Individual Differences

WED., OCTOBER 16th, 12:00-1:30PM



Presenters:

Mark Owens, Cheri Reynolds, Stephen Morris, Psychologists in Private Practice, David Derezotes, Professor in the College of Social Work, and Marybeth Raynes, Marriage and Family Therapist.

Location: WEB 1230

(Please note the location is in Warnock Engineering Building)

The Great Divide Project is an open community dialogue group devoted to building relationships across divides of religion and other personal characteristics. The project was started by a group of psychotherapists from Salt Lake City in 2003. It has sponsored many community educational events--the most notable was the International Conference on Prejudice in 2005--and an open community dialogue which has met every month for the past 10 years.

Several Great Divide participants will describe the history of the project and the process of dialogue and will invite audience participation in dialogue. Please bring an open mind and an open heart.

Volunteers Needed at Mana Academy for Tutoring. 3-6pm, M-Th.
If you are interested, please email volunteer@themanaacademy.org

For more information about these and other events, please visit: www.events.utah.edu



Debra Daniels, Co-chair Women's Resource Center
Kari Ellingson, Co-chair Student Development
Michael Bard, Registrar's Office
Karen Cone-Uemura, Counseling Center
Branden Dalley, Union Administration
Kris Fenn, Bennion Center
Marcy Healy, Conference & Guest Services
Scott Jensen, Housing & Residential Education
Trisha Jensen, Orientation & Leadership Development
Suzanne Jones, Registrar's Office
Chris Macias, TRIO

Carol MacNicholl, Center for Disability Services
Pablo Martinez, Office of Admissions
Kai Medina-Martinez, LGBT Center
Susan Miller, Campus Recreation
Sana Muller, ASUU
Rachana Patel, Office of Admissions
Cynthia Powell, Student Health Center
Valery Pozo, Career Services
Erica Rojas, Financial Aid & Scholarships
Belinda Otukolo Saltiban, Diversity & Inclusion
Adam Sibenaller, HRE, AREC

For more information and
recourses, please visit:
sadc.utah.edu