

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

Making Time: From Personal Intention to Professional Impact



By Kathryn Kay

Striving for social justice should no longer simply be a personal goal, but should also now be a standard that all areas within higher education set for their staff and faculty. An understanding of equity, diversity, and inclusion is deemed so critical in our field that overarching associations like NASPA have highlighted it as something all members of our profession should

be able to demonstrate ([http://www.naspa.org/programs/prodev/Professional Compencies.pdf](http://www.naspa.org/programs/prodev/Professional_Compencies.pdf)).

Within our own Division, we have shown our commitment to growing in this area through the creation of the Student Affairs Diversity Council and the partnership with the Inclusion Center.

As the populations we serve continue to diversify, it is imperative that we educate ourselves to serve them better. And while it is important to learn about the differing needs of the students we support and the types of obstacles they may face, it is even more important to turn our focus inward. By intentionally challenging ourselves through facilitated dialogue, we can start to unpack the preconceptions we carry and the burden of a world that teaches inequality and reinforces privilege.

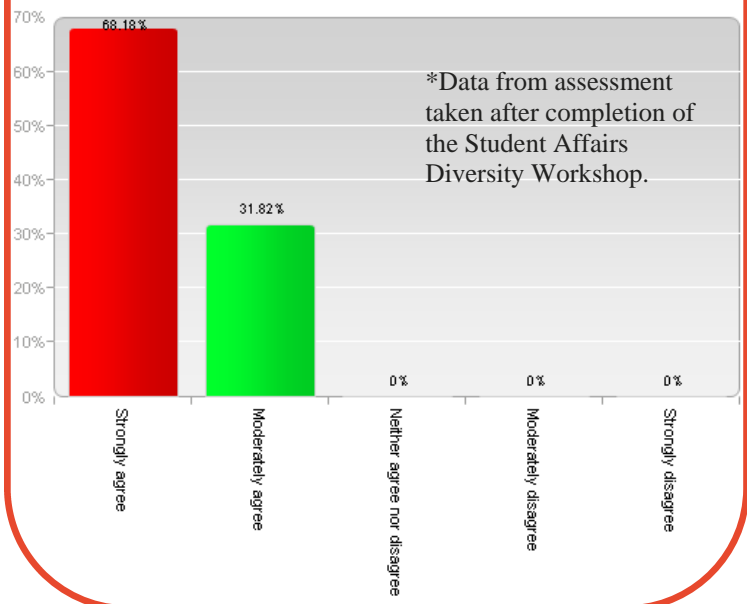
Striving for a greater understanding of ourselves and our role in this overarching vision of a better society can help move our focus from our intentions to our impact. Only by

beginning to recognize that each of us impacts others in both negative and positive ways can true change begin. It is this change that allows us to serve our University of Utah community in better and more meaningful ways.

Although we all recognize the need for both information and reflection to grow as better advocates and allies, it can be swallowed up in the busyness of day-to-day “To Do” lists. How often have you set aside time for professional and personal development, only to have it deprioritized when something unexpected occurs; and isn’t the unexpected the very nature of our jobs?

Despite the hectic schedules that at times can consume us, the Office of Orientation & Leadership Development has committed to making time for diversity education for our own benefit and for the benefit of those we serve. All of our

Q: I believe that the ideas presented in this training will be relevant to my work in Student Affairs.



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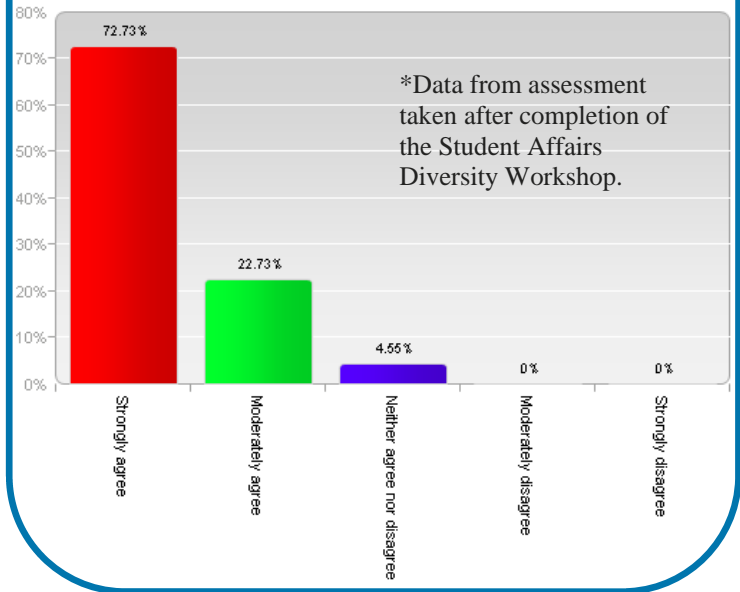
Making Time, cont.

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professional staff (including exempt, nonexempt, full-time, part-time, and Graduate Assistants) are required to attend the three modules facilitated by the Student Affairs Diversity Council and we are dedicated to continuing these conversations together in a reflective and meaningful way. This commitment of time and energy is relatively small when looking at the number of hours we work in a year, but with exponential rewards when considering the number of lives we impact in our careers.

Social justice is both a process and a goal, and we can only hope that the goal will be realized by intentionally engaging in both the internal and external processes. My office is thankful that the Student Affairs Diversity Council has created the space for us to deepen our understanding of the dynamics of oppression and privilege, so that we can become better professionals, partners, parents, and friends to those that we love.

Q: I am interested in continuing my education about diversity and inclusion in my role in Student Affairs.



March's "Creating An Inclusive Campus" Training Participant Feedback

Participants were asked what their most important "take-away" was from the training. Here are a few responses:

"I think it is important to consider students for who they are and to not make assumptions about their situations. This also was great to apply to my life."

"The importance of always having a critical lens through which you work. "Diversity Training" isn't something you can pull off the shelf once a year and then feel satisfied."

"It was really beneficial to engage in difficult conversations in an environment that was safe and open. It draws attention to the teachable moments we all experience in our day to day lives and at work, as well as making it easier to know how to approach others with our concerns."

"When you become an ally, you become a target. It reminded me that advocating requires courage, integrity and an ability to seize a teachable moment. I also thought the identity/envelope-values exercise was impactful."

MAY SEMINAR SERIES: Understanding Gender Identity

Wed., May 15, 12—1:30 PM, Union Parlor A



MSW Graduate Candice Metzler

In 2007, three months after coming out as transgender, Candice Metzler was let go by her employer. She applied for job after job, but was consistently turned down. Unable to afford her home, she spent a year living on the streets of Salt Lake City before finally finding work as a receptionist.

The discrimination Ms. Metzler experienced motivated her to become a vocal advocate for lesbian, gay, bisexual, transgender, and queer individuals throughout Utah. To facilitate her advocacy work, she decided to seek higher education. Ms. Metzler has earned a bachelor's degree in psychology and graduated from the University of Utah in May of 2012 with an MSW. Last April, Ms. Metzler's advocacy work was recognized by the University of Utah College of Social Work with the prestigious Pete Suazo Social Justice Award. She began the social work PhD Program at the U this past fall.

The Next Issue of the Student Affairs Diversity Newsletter will be in September 2013.



Debra Daniels, Co-chair Women's Resource Center
 Kari Ellingson, Co-chair Student Development
 Michael Bard, Registrar's Office
 Kajsa Berlin-Kaufusi, Center for Learning Abroad
 Arlyn Bradshaw, Dean of Students Office
 Karen Cone-Uemura, Counseling Center
 Branden Dalley, Union Administration
 Nelly Divricean, International Center
 Kris Fenn, Bennion Center
 Eduardo Galindo, ASUU Student
 Adrienne Howell, TRiO
 Nedra Hotchkins, Graduate Student
 Scott Jensen, Housing & Residential Education

Trisha Jensen, Orientation & Leadership Development
 Suzanne Jones, Registrar's Office
 Carol MacNicholl, Center for Disability Services
 Pablo Martinez, Office of Admissions
 Kai Medina-Martinez, LGBT Center
 Susan Miller, Campus Recreation
 Sana Muller, ASUU
 Sam Ortiz, Student
 Rachana Patel, Office of Admissions
 Cynthia Powell, Student Health Center
 Valery Pozo, Career Services
 Erica Rojas, Financial Aid & Scholarships
 Claudia Snow, Union Administration

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