

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

Working with Multicultural Students as a Student Conduct Professional



By Ulysses Tonga'onevai
Dean of Students Office

Diversity has been and continues to be on the forefront of the higher education institutions. The often cited demographic transformations in the United States show the growth of historically underrepresented students such as: students of color, first-generation students, returning of non-traditional students, and students with disabilities. Other groups such as international students, students of different faiths, veterans, or lesbian, gay, bisexual, and transgender students are

also showing growth. These and other diverse student groups are a clear presence on campus and student affairs professionals need to be prepared in how to engage and advocate for all students, especially in functional areas where such topics appear to not be practiced such as student conduct. Student conduct professionals play a critical role in ensuring an equitable and inclusive campus environment for multicultural students by leading the charge by promoting support resources, helping to create mindful policies and practices, and by being ready to have difficult conversations with students, faculty and administrators.

Feeling welcomed and accepted is an integral part of student success. If a student does not feel safe on campus, they likely will not be able to focus on their academic goals.

However, not every institution is in the same place in terms of supporting their multicultural students. One way, I have supported our campus community diversity efforts is through my awareness of multicultural students and the individual struggles they experience. By doing so, I have been able to publicly identify as an ally and connect with other campus professionals and students in creating a support network. Given my role, such networks not only support students who are engaging with the student conduct process, but I am also supported as a student conduct professional in knowing how to appropriately support a student with understanding and care.

As a student conduct professional, I may only work with an individual student once or a few times, but it is essential to have an understanding of the services and resources that exist on campus and in the community. This knowledge helps facilitate an inclusive and accepting campus for faculty, staff, and most importantly students. College can be overwhelming, regardless of how prepared students may be. By having the knowledge and understanding in working with diverse student groups has equipped me with practices that center student experiences that align with their aspirations and goals. As a student conduct professional, having a strong network can be incredibly valuable for promoting widespread support for diversity initiatives and multicultural students on campus. One thing is for certain, the work in student conduct cannot be practiced in a vacuum and the more support available for both the student and professional can truly produce a transformative relationship in supporting student goals at the University of Utah. In addition, it provides a safe and healthy campus environment for all to thrive. As such, I am grateful for the opportunity to serve as a member of SADC and to continue learning and to strengthening my knowledge in best practices that supports students and create an effective learning environment for all.

Upcoming Training Modules

Are you interested in learning about issues around diversity? Attend our training modules to learn more about issues of diversity in a safe environment, which will be essential to better serve our ever changing student population. Please note, the modules must be taken sequentially.

Date	Module	Location	Time
Tue., May 8	Module 1 - Exploring Self & Others	Union Pano East	2-4:30pm
Tue., May 15	Module 2 - Exploring Power, Bias, & Values	Union Parlor A	2-4:30pm
Tue., May 22	Module 3 - Putting it all Together: Dialoging About Social Justice	Union Parlor A	2-4:30pm

To register for these upcoming modules, please visit: <http://sadc.utah.edu/events/training.php>.

TED Talks



[Tara Houska—The Standing Rock resistance and our fight for indigenous rights](#)

Still invisible and often an afterthought, indigenous peoples are uniting to protect the world's water, lands and history -- while trying to heal from genocide and ongoing inequality. Tribal attorney and Couchiching First Nation citizen Tara Houska chronicles the history of attempts by government and industry to eradicate the legitimacy of indigenous peoples' land and culture, including the months-long standoff at Standing Rock which rallied thousands around the world. "It's incredible what you can do when you stand together," Houska says. "Stand with us -- empathize, learn, grow, change the conversation."



[Judith Heumann— Our fight for disability rights—and why we're not done yet](#)

Four decades ago, Judith Heumann helped to lead a groundbreaking protest called the Section 504 sit-in - in which disabled-rights activists occupied a federal building for almost a month, demanding greater accessibility for all. In this personal, inspiring talk, Heumann tells the stories behind the protest -- and reminds us that, 40 years on, there's still work left to do.

TED
Ideas worth spreading

Making a Difference—Even a Small Difference—is a Success

By Matthew Plooster
University Office of Scholarships and Financial Aid

Over the past decade, I've seen a lot of different views of the hallowed halls of academe. As a program manager and academic advisor, my practice was focused on 120 graduate students in a particular discipline. As a development officer, my focal point was a small portfolio of donors for just one college. And now, serving in scholarship administration, the center of my practice is financial aid, helping students maximize their aid options and campus partners effectively leverage their dollars. A common and growing factor that we've all experienced, regardless of our role or locale on campus, is the importance of 'more.' Serving more students, raising more money, awarding more scholarships, etc. These are important goals for us to participate in reaching, and necessary to expand our mission and the reach of our institution in shaping the future of our community.

A common question my Student Affairs Diversity Council colleagues and I are asked when facilitating diversity modules is how we can make a difference in our specific roles in our specific offices. Some in our division are front-facing, serving students all day every day, while others have less interaction with the student body. Mix this with increases in processing and programming in which we all participate, it's easy to feel that one's efforts are lost in the minutiae.

When I hear these concerns about one not feeling that their inclusiveness and diversity awareness will make a difference, I'm reminded of Loren Eiseley's *The Star Thrower*, which I'll paraphrase:

When an older gentleman went to the ocean's coast one morning for a walk on the beach, there he saw a young boy in the distance. The beach was covered with starfish that had washed up from the tide. As he got closer, he saw the boy throwing the starfish into the ocean and asked the boy what he was doing. "Throwing starfish into the ocean. The tide washed them up and they can't return to the ocean by themselves," the boy responded. The old man replied, "But there are miles of beach with thousands of starfish, you won't really be able to make a difference." The boy picked up a starfish and threw it into the ocean. Smiling, he turned to the old man and said, "It made a difference to that one."

When we learn about social identities – such as race,



ethnicity, gender, gender expression, sexual orientation, national origin, (dis)ability, socioeconomic status, religion, and spirituality, among others – we are able to connect to students' lived experiences, making them feel more comfortable and accepted in our offices and on our campus. We become aware of how these identities shape the student experiences and incorporate this understanding into our practice. Some of these identities are seen, while others are less visible upon first interaction. As we learn more about what this means in our own practice, we become more inclusive to all of our students, not just those who appear different from us.

In my campus locale, the University Office of Scholarships and Financial Aid, we play an integral role in the access and retention of our students. Like many of you, my colleagues and I are often the first to interact with new students long before they meet with an academic advisor or step into a classroom, increasing the importance of us recognizing the differences in social identities. While it might not feel that our brief interactions are meaningful in expressing inclusion to each unique student, it's often in these small moments that students feel that they are welcome and that they belong at the University of Utah. The chances are high that the positive impact of our inclusion is felt by the students and families that walk into our offices. And like the starfish, making a difference to even one student is a success.

Upcoming Seminar



Understanding Journalism and Bias in Tumultuous Times

Kevin Coe
Associate Professor, Communication

Date: Wednesday, May 16, 2018, 12-1:30pm

Location: Saltair Room, Union

[\[more information\]](#)

Recently On NPR



[Location! Location! Location!](#)

It's the force that animates so much of what we cover on Code Switch. And on the 50th anniversary of the Fair Housing Act, we take a look at some ways residential segregation is still shaping the ways we live. We head to a border with an ironic name, before dropping in on a movement to remap parts of the South.

[Listen Online>>](#)



[Members of Whose Tribe?](#)

Today, Americans tend to think of Jewish people as white folks, but it wasn't always that way. On this episode, we dig into the complex role Jewish identity has played in America's racial story — especially now, when anti-Semitism is on the rise.

[Listen Online>>](#)

Upcoming Events

May 1 @ 6-10pm

Equity & Diversity Graduation
Union Saltair Room [[more info](#)]

May 2 @ 4-6:30pm

Lavender Graduation
Union Theater [[more info](#)]

May 2 @ 6-10pm

PISA Graduation
Union Saltair Room [[more info](#)]

May 2 @ 6-10pm

RAZA Graduation
Union Building [[more info](#)]

May 3 @ 12-3pm

American Indian Graduation
Officer's Club [[more info](#)]

May 4 @ 4-6pm

Transform Graduation
Union Ballroom [[more info](#)]

May 4 @ 4pm-Midnight

Autcon: An Unconventional Convention for Adults with Autism, Scenic View Academy [[more info](#)]



May 9 @ 7-8pm

Equality Utah Q Talks
SLC Public Library [[more info](#)]



May 10 @ 6-9pm

ACLU of Utah's 60th Anniversary Celebration & Awards, Sugar Space Arts Warehouse [[more info](#)]

May 31 @ 6:30-8:30pm

Topaz: Our Stories with Kimi Kodani Hill and Friends
UMFA [[more info](#)]



Every Friday @ 3-5pm

Fabulous Fridays, LGBT Resource Center Room 409



sadc.utah.edu

Debra Daniels (Co-chair), Women's Resource Center
Kari Ellingson (Co-chair), Student Development
Michael Bard, Registrar's Office
Gabiella Blanchard, LGBT Resource Center
Ella Butler, Career Services
Branden Dalley, Union Administration
Tim Davis, Housing & Residential Education
Kyle Ethelbah, TRIO Programs
Cairisti Flatley, Campus Recreation Services
Morgan Gallegos, University Guest House & Conference Center
Darrah Jones, Center for Student Wellness

Roberto Martinez, Counseling Center
Chuck Masoka, Assessment, Evaluation, & Research
Paul Morgan, Veteran Support Center
Belinda Otukolo Saltiban, Office of Inclusion Excellence
Natalie Pinkney, Office of Admissions
Matthew Plooster, Scholarships & Financial Aid
Nomani Satuala, Center for New Student & Family Programs
Laura Schwartz, Bennion Community Service Center
Ulysses Tongaonevai, Office of the Dean of Students
Melissa (Lissa) Wanserski, Center for Student Health